

4v
Miss D. Wilson

Active Games

for
SCHOOLROOM
and
PLAYGROUND

By
Lincoln P. Goodhue



IDEAL SCHOOL SUPPLY COMPANY
CHICAGO, ILLINOIS

ICAL

749

Diane Wilson

Active Games

for
SCHOOLROOM
and
PLAYGROUND

By
Lincoln P. Goodhue



IDEAL SCHOOL SUPPLY COMPANY
CHICAGO, ILLINOIS

Copyright, 1923

Ideal School Supply Company

Printed in U. S. A.

CONTENTS

Introduction	5
Games for schoolroom.....	8
Rest exercises	9
Acquaintance games	14
Circle games	16
Blindfold games	20
Odd Man games	23
"Simon Says" games	26
Indoor games for the younger children.....	29
Relay and contest games.....	38
Games with bean bags.....	42
Playground games	47
Games which afford language and memory drill	60
Favorite singing games	67
Circle games	78
Goal games	82
Races and contests	86
Games with bean bags	90
Games with balls	94
Favorite miscellaneous games.....	99

INTRODUCTION

Play is the child's birthright. From infancy until his entrance into the schoolroom, play has been a great factor in the physical and mental development of the average child. In the modern school, more and more recognition is being given to the value of play in education.

For the little folks entering upon school life, much of the necessary teaching may be accomplished by modifying the customary activities of the child into various games with a purpose. This purpose may be to accustom the child to his new environment, to develop habits essential to his progress, or to aid him in acquiring the symbols and conventions necessary in learning to read, write and recognize number facts.

Aside from any value in teaching reading, writing and number, games, well directed, accomplish so much in the development of the child, that the teacher who fails to make use of them is neglecting one of her greatest opportunities for good.

A lively, well understood game, requiring not more than two or three minutes, played between recitation periods, with windows thrown open, will often so enliven a class, by allaying fatigue, stimulating circulation and bringing pleasure to the participants, that the increased zest in the work to follow more than compensates for the time consumed.

Games in the schoolroom, however, must do more than afford relaxation and amusement. The right sort of games creates interest and enthusiasm, and develops skill. The skill gained may be in keenness of observation, dexterity of touch, mental activity or control of bodily movement.

A game must not demand skill to the exclusion of amusement, for the very term "game" implies recreation, and a game lacking the elements of amusement would be work rather than play. A game, besides offering opportunity for spontaneous, joyous bodily or mental activity, should train in quickness of judgment, perception and decision.

Very little children enjoy games in which the movements and noises of animals are imitated. They like bodily exercises, simple contests and races, such as running, flying, jumping, skipping and

hopping. They also take pleasure in games calling for imitations of familiar home or out-of-door activities.

A little later, as the mental powers develop, a different sort of game is demanded. Competition and group activity in play begin to give pleasure. Circle games have a special value in developing the community feeling, bringing together, hand in hand, the banker's son and the laborer's child, the bright and the dull, the foreign and the native born.

Children slow to see, hear, think and act are greatly benefited by the playing of games. They are led to recognize the necessity for alertness, to respond promptly upon hearing their name or number, to strive for achievement and to avoid the penalties of failure. They watch with interest, eager to do their part at the proper time. They learn to control the muscles, not only more quickly but more accurately.

In all these respects games have the advantage over pure gymnastic exercises, which too often call for mere mechanical response. A well selected series of games, used in rotation, will accomplish quite as much in the physical training of the child as do the ordinary free gymnastics of the school, and with greater interest and broader opportunities.

The value of good games to the child we are all ready to admit. That the child of today has knowledge of few games is a rather surprising fact. In years past, when communities were more stable, a group of children grew up together, learned the favorite games of the older children, and, in turn, passed them on to the younger ones. It was the customary thing when a group of children met on playground, or green, or yard, to join in a game of "Pull-away," "Ante-over," "Hide-and-seek" or "London Bridge." Now it is the unusual thing. The recess period frequently holds nothing more than aimless running, throwing of hats and occasional "scrapping," usually harmless.

Out of school amusements are more individual than group; the group today being more often bent upon mischief than upon play. The reason for this is somewhat complex. The day of the stable community, with its kindly and lasting neighborly associations, has past. No longer do families occupy the same spot of earth for generations. The demands of industry and commerce today destroy to a great extent permanence of residence. Increased cost of living makes us more and more a nation of renters rather than home-makers. Racial and religious jealousies and prejudices have aided in breaking up the old community circles, and the loss to the

children of their games is but one of the points of regret in the social change.

The teacher is perhaps the one person in the community best able to revive the knowledge and use of games, to organize and supervise play in the schoolroom and on the playground, to develop in children the notions of truthfulness, fairness and justice that appears in most of the old-time games, and to turn the children into more healthful channels of amusement than now predominate in most communities.

It must not be forgotten that the teacher who plays games with her pupils is of them and not **over** them, she is a playmate and not a "boss," a friend and not a taskmaster. Therefore, having gained their friendship through participation in their play, she gets more hearty cooperation in the classroom, and the moral training inherent in a fairly played game has a salutary effect upon the discipline of the classroom from the angle of the teacher as well as of the pupil.

Games should be carefully explained or taught and the simple necessary rules strictly insisted upon. If the regulations can not be followed, the game is too difficult and should be abandoned. When a game is well conducted under definite rules, children will be quickly able to master its details, and will then play it with intense enjoyment; while, if the game is conducted in a slipshod manner, with little regard for rules, they will soon tire of it, feeling much as an adult feels when obliged to serve under an ignorant or incompetent leader.

The grade given after the titles of many of the games in this collection are to be taken as indicating in a general way the approximate maturity of the children to whom such games will most strongly appeal. However, the games will, in the main, be enjoyed quite as much by children of higher grades than those specified; and many of them can be readily adapted for use in lower grades.

GAMES FOR THE SCHOOLROOM

The games that follow have been selected with great care, and adapted to the limitations of the ordinary classroom or corridor. Many of them, however, can be played enjoyably out-of-doors, and some, with slight changes, will be found among those included under "Games for the Playground."

In a number of cases several games have been grouped which differ slightly. There is just enough variation to add interest without the trouble of teaching an entirely new game. Other simple variations of many of the games will grow out of their use.

When the character of the game requires keeping a score, it is often advantageous to permit all pupils to do this, giving them a familiarity with the method of scoring and a simple training in close observation and correct recording.

Make all games snappy. Start and stop promptly without unnecessary preparations or discussions. Utilize every moment of the period, whether it be two or twenty minutes, for playing the game.

Have the windows opened wide whenever an active game is in progress. Fresh air is needed at frequent intervals in every schoolroom no matter how perfect the theoretical ventilation may be. When the children are more than usually active, as during the playing of a game, the need for an abundance of fresh pure air is doubled. With the air in the room thoroughly renewed and vitalized, the good effect of the romp and activity will be enhanced as the children return to their seats and class work.

The teacher should "get into the game" with the children as often as may be. Let her shake off the shroud of pedantry and reveal the charming garment of sympathy and human kindness that clothes her true self. One of the delightful results of play in the schoolroom is the breaking down of the unnatural barriers that frequently hold teacher and pupil apart to their mutual misunderstanding and loss.

REST EXERCISES

Little children are full of life and activity. In every normal child this activity demands constant outlets. For this reason the program of the good primary teacher includes frequent rest exercises and recreation periods. Better attention, better order, better obedience are all secured and recitation periods are made more profitable if the little people are frequently rested and enlivened by short simple games or active exercises, expanding the lungs, quickening the circulation and exercising the muscles. Such exercises require no preparation, take only a moment or two for the whole school and give every child an active part. Whenever possible, windows should be opened, at least for a moment, when such exercises are going on. The teacher has no greater ally than abundant fresh air.

ACTIVE GAMES AND EXERCISES FOR PRIMARY GRADES

1. **Run lightly** on tiptoes, raising the feet high, toes touch floor lightly. Different rows may run, each trying to run most quietly and yet quickly.

2. **Races** down the aisles, across the front of the room or around the room, running, hopping, jumping or skipping, may be tried by any small number of children. When hopping, only one foot may be used; when jumping, both feet must move together.

3. **Jump over seat.** Place one hand on desk in front of seat and the other on the one behind. Jump at a signal being sure to land on the toes. Face about and jump back again to original positions. If undertaken by rows quite a rivalry as to which row can jump most lightly will be developed.

4. **Changing seats.** Have the children sit on the right side of their seats. At the word "change," all move across into the seats at their right, the children in the right hand row rising and running on tiptoe around the room to the corresponding seats in the vacant row at the left side of the room. Continue until all are back in their original seats.

5. **Walk on a fence.** Draw a chalk line on the floor across the front of the room. Pretend it is a fence. Feet must be placed one in front of the other with arms outstretched to keep the balance. Children who tumble off the fence may be seated.

6. **Jump rope.** Two children may be chosen to turn an imaginary rope for each row, or each child can play he has a rope and keep it turning as he goes around the room.

7. **Jumping over the pole.** A long stick is held by two pupils, care being used to see that it is placed on the tips of the fingers, so that in case a child stumbles the stick will fall, and his foot not be caught. Run around the room and jump over the pole.

The height of the pole should be increased from six inches to ten, twelve, or even more inches as the pupils gain ability to jump.

8. **Crossing the brook.** Draw two lines on floor for the banks of the brook. It should be wider at one end than at the other. If there are many players, make two or more such places. The players form in line and take a running jump across the brook. Those who step in the brook must drop out of line to dry their feet. Those who are successful in the jump continue around a course and jump again. Have them try to jump at a wider place than at first. Standing jump may be used also.

9. **Cross a river on stones.** Make circles on the floor about a foot apart for stones. Let the children go out walking or running. When they come to the river they must jump from stone to stone until safely across.

10. **Follow the leader.** All the players form a line. The leader marches, runs, hops, jumps, skips, flies, walks lame, backwards, stooping or in any other manner that he chooses, varying the step frequently, and each one of the players must repeat his movements exactly.

11. **Train.** Trains are made up, consisting of an engine and from three to five cars. The teacher has a bell and rings twice to start these trains, one to stop them, as a conductor does. There is only a single track and two trains cannot pass each other, so when they meet there must be a collision.

When the starting bell rings, the trains begin to move up and down the aisles under the lead of the engines. The teacher rings the bell, as a signal to stop, when there is a collision or when it is time to change engines. Each engine goes to the rear of his train after his turn.

This is a very popular game though a very noisy one. It gives good training in quickness of perception, since a collision may often be avoided by a rapid turn down a different aisle or other change of plan.

12. **The Caterpillar.** The children form in line or, if there are many in the room, two lines, each child putting his hands upon the shoulders of the child in front of him. The leader then marches about conducting the long line, twisting here and there, now straightening out, now coiling round and round in a tight knot and then, by a simple turn, straightening out the great "caterpillar" again. With very small children, the teacher may need to conduct the line for a time until the game becomes sufficiently familiar to permit children to act as leaders.

13. **Jack Be Nimble.** At the first line, "Jack be nimble," the pupils jump out of their seats, at the right. At the second line, "Jack be quick," the pupils turn quarter round, facing seat with right hand on desk and left hand on top of back of seat; at the third line, "Jack jump over the candle stick," each jumps over his seat, by swinging the body without touching his feet to the seat, and runs around in front until he comes to the farthest seat in his line and jumps over each seat until he gets to his own seat, where he sits down. The fun is who will get to his own seat first. This exercise is greatly enjoyed when windows are thrown up and there is plenty of fresh air. Windows are closed as soon as the exercise is over.

14. **See-Saw.** Have the children stand in an odd number of rows, as three rows, five rows or seven rows. The row in the middle is to be the "board" of the see-saw. The children in this row extend their arms and dip them up and down, left up, right down, and so on.

The children on the left and right follow the direction of the arms of the "board"—if the left arm points down the children on the left sit down on their heels, while the children on the right stand up. Then those on the right go down and those on the left rise.

15. **Touching Game.** The children in the front seats fly around the room, back and forth through the aisles, each touching some other pupil with his fingers as he passes, and then flying back to his seat. The children touched fly around in the same manner, touching other children but try to avoid touching those who have already been touched, until all in the room have had the chance to fly.

16. **Playing Bird.** One child is chosen from the class to act as bird. She flies with outstretched hands to any place in the room chosen for the nest and sings out some other child's name. This child sings back, "I'm here," and flies to the nest. The first child

then flies back, and so on, until all have been birds. Each child may take the name of some bird if desired and imitate that bird's call.

17. Rabbit Race. A given distance is selected for the race,—the blackboard facing the class, or to two corners of the room.

The boys form a line in one aisle, and the girls in another. At a given signal from the teacher both lines start leaping on hands and feet, as a rabbit would in covering ground quickly. Each child on reaching the goal moves quickly to one side to permit the next child to finish the course. The side which reaches the goal first wins.

Anyone who rises to an erect position, or anyone who does not leap properly (moving the two hands together and the two feet together) is counted out of the game.

18. Jack Frost. The teacher, in the character of Jack Frost, announces:

"Jack Frost comes this way to nip the children's fingers."

She then walks past all the desks in the room, making a motion with her wand, pretending to touch the right hands of all the children. As the wand touches him, each child begins to shake his right hand rapidly.

Then Jack Frost nips the left hands, and the play continues until all of the children are shaking both hands.

Finally, when the teacher returns to her desk, she says: "Jack Frost has gone."

The children immediately drop their hands into their laps.

19. Prince Tiptoe. One child (or the teacher) is appointed judge and stands in the front of the room facing the class. Another child is chosen as leader, or Prince Tiptoe.

At a signal from the teacher, the children stand silently in lines in the aisles beside their desks. Prince Tiptoe then announces in a whisper, "Hush! Here comes Prince Tiptoe!" and walks away on tiptoe, the other children immediately following in single file, also on tiptoe. The Prince increases his speed gradually, until all are running, always on tiptoe.

If any child is discovered by the judge making unnecessary noise or touching the floor with his whole foot, he is sent to prison (his own seat).

20. Breathing Exercises.

- (a) Take any number of deep full breaths.
- (b) Breathe in and out to the raising and lowering of arms.

(c) Breathe in deeply and let out the breath slowly to the sound of th, f, or s.

(d) Breathe in and hold the breath until the teacher gives a signal, then expel suddenly with a puffing noise.

(e) Breathe in until the teacher quickly counts ten, then make any motion she designates, as clapping over the head, drop the arms, throw the arms forcibly outward, from the chest wave hands, etc. This must be done very rapidly. In all the breathing exercises care should be taken to have fresh air in the room and to breathe with the mouth shut.

20A. Steam Pipes. Just inhaling and exhaling, with a more interesting name.

Close lips and raise hands slowly until they touch above the head. Lower the hands slowly, making the sound of "s" with the lips. If the teacher will insist on the lips being closed during inhaling, there will be no trouble about the hissing sound at the wrong time.

20B. Blow Bags and Burst. Children imitate holding bag with one hand, blow it up and burst it by striking against the other hand, the sound of the explosion being imitated by forcibly expelling the air from the mouth and lungs.

20C. Blowing Bubbles. Hold an imaginary pipe between the fingers and after filling the lungs with air expel it slowly and fling the bubble from the end of the pipe. This, repeated several times, will relax the mind and body to a considerable degree.

20D. The Train. By forcibly expelling the breath in unison, as directed by the teacher, imitate the engine starting, with slow, strong puffs, gradually increasing in rapidity as the engine gathers speed, and diminishing in intensity as the train moves away, until the sound is finally lost in the distance.

21. The Passing Soldiers. Imitate marching of soldiers by clapping hands, first softly, then gradually increasing the sound until it is very loud, then gradually diminishing until it dies away to a whispering noise.

22. The Water Wheel. The teacher tells a story of a water wheel which begins to turn, very slowly at first and gradually goes faster and faster, and then becomes gradually still as the water is turned off. The children imitate the motions which the teacher makes.

ACQUAINTANCE GAMES

For the Primary Beginners

The new experiences arising from schoolroom environment and group activities frequently induce unnatural shyness and timidity in the little beginners. To develop better acquaintance among the members of the group and to secure ready response to the simplest schoolroom directions, the little games which follow are admirably adapted.

Once the ice is broken, acquaintance established and interest aroused, the class becomes entirely easy to handle.

WHO IS YOUR NEIGHBOR?

This is a good game for the first week of school. It is then that the teacher and pupils are getting acquainted with each other. This and the following five games are a great help in learning the names. Before playing the game the teacher calls the roll. Each child as his name is called rises, stands in the aisle, and then takes his seat again. He tries to do this as quietly as possible. To the children this is a little game in itself. They call it playing "Mousie." When the roll has been called, the real game begins. The teacher calls a name from the pack of name cards which she holds. "Who is your right-hand neighbor?" she asks. If the child answers correctly he folds his arms, and the neighbor who has been named takes the same question. And so the question goes across the room unless some one fails, in which case the teacher calls another name from her pack. She must also change the question at times, using "left-hand," "in front," or "behind," as the occasion may require. This is a very simple game but the children like it.

CHANGE SEATS

This game may be played after the children have become a little better acquainted. The child who begins this game names some other child and takes his seat. He then folds his arms for he has no second turn. The child without a seat then names some one else and takes his seat, and so the game goes on until all have changed seats. This game is very easy at first, but gets quite exciting towards the last when the choice is narrowed down to a few.

PARTNER

An exercise which gives further practice with names. The first child names his partner and stands by his desk. The one who has been chosen names another child who must choose a partner, and so on until all have partners. Teacher is often included in this game, especially if the number of the class is odd. The teacher may finish this game with a "Grand March" about the room.

POSTMAN

The teacher calls a name from her cards. This child is the postman. "Please take this letter to Mary Brown," says Teacher, passing a card to the postman. If the letter is properly delivered, teacher gives the postman another letter and if he succeeds again, another. If the postman fails in his duty, the one to whom the letter is directed takes his place, and the game goes on as before.

TRAVELING GAME

"Go by train to Mary Brown's house," says the teacher, calling a name from her cards. If the journey is successful, Mary Brown rises and the traveler takes his seat. Mary makes the next trip, going by trolley to Johnny Long's house. Johnny goes by automobile to Ruth Clark's house and so on, by boat, aeroplane, motorcycle, bicycle, horseback, etc., until all have had a chance to take a trip. The game may be varied by letting the children walk, hop, run, skip, fly, etc., upon these journeys.

HOW DO YOU DO?

One child goes to another, extending his hand and saying, "Fred is my name. Who are you?" The other, taking the extended hand, replies, "I am Mary. How do you do?" They then shake hands as the whole class says, "How do you do, Fred? How do you do, Mary?" The little folks take a real delight in these very simple games.

CIRCLE GAMES

There is a charm about circle games, perhaps in the touch of hands, perhaps in the limited field of action, but it is certain that children, especially little ones, are very happy in playing them.

They are very helpful, too, in bringing out the more diffident children, lessening their timidity and accustoming them to group instead of individual activities, this latter being one of the most advantageous features of many schoolroom games.

CHANGE PARTNERS

Second Grade

The players walk in couples a few feet apart and so as to form a double circle. One player stands in the center. Those in the circles march to music, which suddenly stops. Instantly each player next the center leaves his partner, and passes to the place of the player next in front. If the one in the center can secure one of these places, the player left without a partner stands in the center.

EXCHANGE

First Grade

The children number around the circle. One child stands in the center. The teacher calls out two numbers. The two children having these numbers must exchange places without being caught. Any one touched by the child in the center must take his place.

GOOD MORNING

Second Grade

Players in a circle. One player goes around outside of circle and taps another player on the back. They run around opposite ways and on meeting on the other side of the circle they must stop and shake hands and bow and say "Good Morning" three times and then go on in the same direction as before. The one reaching vacant place last must start the next game.

CAT AND MOUSE

Second Grade

Choose one player for cat and one for mouse. The others form a circle with joined hands. The cat tries to catch the mouse, who at first is in the center of the circle. The players favor the mouse,

who runs in and out of the circle under their joined hands; but try to prevent the cat from passing, by stooping until their hands touch the floor. When the mouse is caught, the cat joins the circle, while the mouse becomes cat and chooses a new mouse from the players. It is better, sometimes, to choose a new cat and a new mouse each time the latter is caught.

FLOWER TWINS

Third Grade

Draw with crayon on the floor one or more circles about eight feet in diameter. These are called "gardens." In each of these are stationed two players with their arms linked and called the "Flower Twins." The other children dance around the couple and one by one advance into the circle as if to take them away. The couple with linked arms try to catch each one before he can leave the circle. If one is caught, he must remain standing in the center until another is caught. When two are caught, they become the Flower Twins, taking the place of those in the center, who return to the circle. Sometimes the couple in the center exchange places with the couple in the center of another circle until they have caught some one in each group.

FROG IN THE MIDDLE

Second Grade

One player is chosen for the Frog and sits in the center of the circle formed by the other players, with his feet crossed in tailor fashion. The other players dance forward toward the Frog, repeating, "Frog in the sea, can't catch me!" tantalizing him and taking such risks as they dare, the object of the game being for the Frog to tag any one of them, whereupon he changes places with the player caught. The Frog may not at any time leave his sitting position until released by tagging another player. Where there are more than twenty players, it is well to have two Frogs.

RABBIT IN THE CIRCLE

Third Grade

This game helps the timid child to forget himself and to take an active part in the games with other children. A large circle is marked on the floor. One player, who is called the rabbit, stands in the center of the circle. The other players make a circle around the circle drawn on the floor, but outside of it. A player puts his foot within the circle. The rabbit tries to tag him before he gets it back outside the circle. Another jumps into the circle. The

rabbit tries to tag him. Some jump in and out of the circle and all try in every way they can to make the rabbit active in the chase. Any player whom the rabbit may touch becomes a prisoner and must go into the circle and help to tag the others.

RABBIT CHASE

Fourth Grade

Two bean bags of different colors are used, one color to represent the "rabbit," the other the "hound." One child in the circle receives the rabbit, and the hound is given to a child in the opposite side of the circle. As soon as the signal is given, the hound and the rabbit are passed along from player to player. The hound chases the rabbit. Thus the game goes on, the children helping the rabbit to get away and the hound to catch the rabbit. If the rabbit has circled around three times without having been caught by the hound, the rabbit is safe. After a moment's rest, the game may be repeated, but rabbit and hound traveling in a direction opposite to that traveled before. Any two adjoining children, i. e., passer and receiver, who let the rabbit drop, must step into the center of the circle when the next rabbit chase begins.

CATCH THE STICK

Third Grade

Number the pupils in the room, being sure that each one remembers his number. Have them form a circle standing side by side. One player stands in the center with his finger upon the top of a long stick, broom handle or pointer, as opportunity affords. This stick is held perpendicularly to the floor. As all are watching, suddenly he lifts his finger from the stick, at the same time calling a number assigned to some one who is playing in the circle. The child whose number is called must run forward and catch the stick before it falls upon the floor. If he fails to do this he must go back to the circle and let the leader try again and call another number. If the first one catches the stick before it falls to the floor he changes places with the center player, the center player takes his number and enters the fun of the ring possibilities. At times the teacher standing outside the circle may call the numbers, and the game can be made very lively by calling them in an unexpected order, or by repeating a number that has been given before, or by calling numbers in consecutive order and then skipping to the opposite side of the series.

CENTER BALL

Fourth Grade

The participants form into a circle with one person in the center. The one in the center holds the ball and tosses it to some one in the circle and then runs outside the circle. The one catching the ball must place it in the center and then try to catch the one who threw the ball. If this one can get back and touch the ball in the center before being tagged he is free and can take his place in the circle, while the tagger becomes center and tosses the ball. If the one throwing the ball was caught, he would have to toss the ball a second time. Any one in the circle may catch the ball when it is tossed, though no one may move out of place to get it.

RING ON A STRING

Third Grade

Place a large ring upon a heavy string sufficiently long, when tied together in a circle, to enable all the children in the room to be accommodated around it. These hold the string by placing both hands upon it. Thus the children form a large circle. Allow three children at a time to be in the center of the ring. These are to watch for the ring as it passes from hand to hand along the string. The one who sees it first places his hand upon the child who has it. That child takes his place in the center, and the other stands in the ring. This game furnishes a fund of amusement as well as action, as nothing delights a little child more than to see another caught.

THIMBLE RING

Fourth Grade

All players but one stand in a circle, each clasping with his left hand the right wrist of his left-hand neighbor. All right hands are thus free and all left hands occupied. The odd player stands in the center of the circle and tries to detect who holds the thimble, which is passed from hand to hand. Each player in the circle places his right hand first in the hand of the neighbor on the right and then in the hand of the neighbor on the left, with a rhythmic movement, while the entire circle repeats the lines:

"The timble is going, I don't know where,
It's first over here, and then over there."

When the player in the center thinks he knows who has the thimble, he goes up to him and says: "My lady's lost her thimble, have you it?" If correct, these two players change places, otherwise the game goes on as before.

BLINDFOLD GAMES

Blindfold games are enjoyed by children of all ages, and afford a certain amount of sense-training for the blindfolded ones and of self-control on the part of the other players, that has a real training value.

WHO IS IT?

First Grade

Have the children form a circle. Blindfold a child, give him a pointer and place him in the center of the circle. At a given signal the children are to rotate until the floor is tapped with the pointer, when they are to stop immediately. The child in the center must point to some one who is to take hold of the pointer. The one who is blindfolded asks, "Who is it?" The child holding the pointer answers, "It is I." If the child's name can be given correctly he is to be blindfolded and take his place in the center of the circle.

ANIMAL GAME

First Grade

A child with closed eyes, or blindfolded, stands in the center with a stick. The others join hands and march around until he taps. He then extends his stick, and the one at whom it is pointing must take hold of it and imitate any animal as he is requested, as, "Bark like a dog," "Crow like a rooster," or, "Roar like a lion."

If he can be guessed by his voice he must take the blindfolded child's place, if not, the game continues until some one is correctly named.

JACK FROST

Second Grade

A leader is blindfolded. The other players may walk about until he says "Jack Frost, frozen stiff," after which they must remain perfectly still until some one is caught. The blind man may then feel of his captive's face, hair, clothing, etc., and endeavor to guess who it is. Should he be unable to identify his captive, he must release him and try again.

HICKORY, DICKORY, DOCK

Second Grade

Upon the floor of the schoolroom the face of a clock without hands is drawn. (This need not be anything more elaborate than a circle intersected with straight lines which divide it into twelve sections, numbered consecutively from one to twelve.) Each child in turn is blindfolded, placed in the center, and turned several times to confuse his sense of direction. He then walks around the circle repeating:

"Hickory, dickory, dock.
The mouse ran up the clock,
The clock struck ten,
He ran down again,
Hickory, dickory, dock."

At the last word he stops, and the number of the space in which he stands is scored to his credit, each child keeping his own score on the blackboard. If he should stop outside the circle or with one foot on a line, he scores nothing. The game is won by the child having the highest score. In case two or more are tied for high score they may play again until but one player is high.

THE BELLED CAT

First Grade

A bell is hung around the neck of one of the players, who is called the cat. The rest of the players form a ring inclosing two persons, who are blindfolded, and the cat. These two players are to catch the cat. The one who succeeds in catching him becomes the cat, wears the bell and chooses some one from the ring to be the second blindfolded player. The former cat goes back into the ring.

FISHING

Second Grade

This game may be played by any number of children standing in a circle. One child is chosen to be the fisherman. He is then blindfolded, given a long piece of string at the end of which is a wad of paper or a soft rubber ball, and placed in the middle of the circle. He then throws out his line and the children in the circle try to catch it. Whoever succeeds must recite a memory gem or make a noise like some animal. The fisherman must guess whom he has caught. If he guesses correctly the fish caught becomes the fisherman. If not, the fisherman must try again.

BOSTON

Second Grade

Chairs are placed in a circle or in two lines facing, about seven or eight feet apart. The players are all numbered from one up. If there are boys and girls in the game, the boys have the odd and the girls the even numbers. One player stands in the center blindfolded, and calls out two numbers—an odd and an even. The players numbered must try to change seats without being caught by the "It." The one caught becomes "It." Occasionally the "It" calls out "Boston," and then every player must change with some other. When "It" calls numbers he tries to catch one of the players changing, but when he calls "Boston" he tries to get a seat.

ODD MAN GAMES

The following games are all variations of the old "Marching to Jerusalem" game, the object being in each case to hinder the "It" from securing a seat during the various changes occurring in the play. They are good rest games, quickly played, and afford real fun as well as relaxation.

MARCHING TO JERUSALEM

Second Grade

Alternate rows stand, one more child than there are seats being assigned to each row. At a signal from the teacher they march around their own row of seats. When the teacher claps her hands, each player sits in the nearest seat. At the next signal to stand, those in the front seats must remain seated. The play continues, those in the second seats remaining seated the next time, then the third, fourth, etc., until the last two players in the row race for the remaining seat when the teacher claps her hands.

This can also be played with chairs, using one less than the number of players throughout the game. The chairs may be arranged in two rows back to back, in one row facing alternate right and left, or in a circle with backs to center. When a piano is available, use a chord as a signal to stand, players begin marching when the music commences and take seats when it stops. At the end of each round the odd player retires and one chair is removed, the game ending with the contest of two players for the last chair.

JACK BE QUICK

Second Grade

Should be played in an open space. Mark as many places on the floor as there are players, less one, these marks being in four groups in distant parts of the room. If there is a piano it can be used. When the music begins, all must follow the odd player in a march about the center of the room; when the music stops, all rush for the marked places. The one left out is leader next time. Chairs can be used in place of floor marks if they are available. Teacher or odd player gives the signals when music is not to be had.

WHERE IS YOUR LETTER GOING?

Third Grade

One child becomes postman and is given a list of names of cities and towns. The others take seats at their desks. The postman then goes to each of the children, giving every one the name of a city or town from the list which he holds. He then commences, "My letter is going between Chicago and Boston." Immediately the children representing those cities must change seats, the postman at the same time endeavoring to get a seat. If he succeeds, the child losing becomes postman and announces letters going between New York, San Francisco and other cities, the children named changing seats every time. Should the postman say, "My letter is going all over the country," every child in the game must rise and change seats, the postman being pretty sure to get a seat in the scramble.

WHIRLWIND

Third Grade

One child becomes the "Storm King" and stands in the front of the room facing the class. The other children sit at their desks. Each child may be given a name, such as rain, hail, thunder, lightning, cloud, north wind, south wind, etc. When the Storm King calls a name, the child bearing it will rise and by appropriate action exemplify his name. When the Storm King shouts "Whirlwind!" all move from one seat to another there being one less seat than players. During the change the Storm King endeavors to secure a seat, and, if he succeeds, the one left standing becomes the Storm King and the game begins again.

THE PORPOISE AND THE FISHES

Third Grade

The children all sit at their desks except one, who represents the "Porpoise" and who has no seat. Each child having been given the name of some fish, the Porpoise walks slowly around the room, calling his companions, one after another, by these names. Each one, on hearing his name spoken, rises and follows the Porpoise. When all have left their seats, the Porpoise begins to run exclaiming "A whale is coming! A whale is coming!" and suddenly seats himself, an example immediately followed by his companions. The one who fails to secure a seat, becomes the Porpoise and the game proceeds as before.

THE HUNTER

Third Grade

During the fall months the following game has been a favorite. One child is the hunter. The other children, to any convenient number, are named after some of the hunter's belongings: cap, coat, boots, belt, gun, bag, shells, knife, etc. If kindergarten chairs are available, all the better. If not, the school seats will have to answer, one less than the number of players. The players seat themselves anywhere, at some distance from the hunter, who calls them one at a time: "Cap," etc. The first one called stands behind the hunter, taking hold of his coat, the next one taking hold of the player in front of him. When the line is complete the hunter runs round the chairs, until, without warning, he cries, "Bang!" at which signal the players must sit; the one left standing becomes the hunter, or retires from the game as the teacher may elect.

CHANGE SEATS

Third Grade

Use as many chairs as children save one. The child who has no seat stands in the center, repeating the words, "Change seats."

All are on the alert to observe when he adds, "School is out," when all change seats, and he must try to get one.

If he should say "Change seats school is not out," any child who moves must take his place.

VIS-A-VIS

Third Grade

One player is chosen to be "It." The others stand in couples about the room. Whenever the one who is "It" calls "Face to face!" the two in each couple must face each other. When he calls, "Back to back!" they must turn back to back. When he calls "Vis-a-vis!" they must change partners. The one who is "It" tries to secure a partner, and the player left alone is now "It."

"SIMON SAYS" GAMES

The following games, all based upon the old "Simon says 'Thumbs up!'" require close attention, to avoid falling into the trap the leader is continually setting for the players. Used either as games or as rest exercises, the alertness demanded, particularly when played in a lively manner, adds a zest that makes children welcome the recreation as well as the exercise.

SIMON SAYS, "THUMBS UP"

Second Grade

A leader, or the teacher, gives the commands:

Simon says, "Thumbs up."

Simon says, "Thumbs down."

Simon says, "Thumbs wiggle waggle," sometimes giving the order without Simon's permission—

"Thumbs up." "Thumbs down." "Thumbs wiggle waggle."

The leader himself always follows his own directions, but if any children move thumbs when Simon does not say so, they must drop out of the game.

SIMON SAYS

Second Grade

This variation makes a more active game. One player is chosen leader. The other players stand at their desks. The leader faces the players and commands, "Simon says 'Arms fling sideways!'" or "Simon says, 'Position!'" or "Simon says, 'Jump upward!'" or "Simon says, 'Rise on toes!'" etc. Whereupon the players do what is commanded. But if the demand is not preceded by "Simon says," the players do nothing. Any player following this last command must drop out of the game and sit down. The play continues until all are caught.

CONTRARY CHILDREN

Third Grade

This game is similar to the preceding except that every direction given by the leader means just the opposite; for instance, if the leader says, "March forward two steps," the class must take two steps **backward**, and if he says, "Turn heads to the right," all heads must be turned to the **left**. "Put your right hand on your left

shoulder," means left hand on right shoulder, and so on. The leader should not attempt any movements, but watch the others for mistakes, as any child who does what he is told instead of the opposite must be seated.

BIG INJUN

Third Grade

The players form a circle. The teacher or leader stands in the center as "Big Injun." He makes some movement and says, "Thus says the Big Injun," when all the players must imitate his movements. If he says, "So says the Big Injun," no one must move, no matter what the Big Injun may do. Whoever moves at the wrong time, must leave the circle.

I SAY STOOP

Third Grade

All stand in aisles. The leader says quickly, "I say stoop," and immediately stoops and rises again. The players must all follow the **directions** of the leader but should not always imitate his **actions**; so when the leader says, "I say stand," at the same time stooping himself, the players should remain standing. Any child who makes a mistake retires from the game. Any gymnastic movement or other suitable exercise may be used to vary the game.

DO THIS, DO THAT

First Grade

All stand in the aisle, the leader in front of the class. The leader assumes any position or imitates any action, at the same time saying, "Do this!" and the class imitate. Should the leader say, "Do that!" instead of, "Do this!" any player who imitates the action must be seated. The leader should choose familiar gymnastic positions or exercises, or simple movements, like hopping on one foot, clapping hands, hammering, sewing, etc.

DO AS I DO

Second Grade

The children stand in the aisles beside their desks, and in front of them the leader (a child, or the teacher). The leader says quickly, "Do as I do!" and immediately raises both arms above his head (or uses any other motion he may choose, as folding his arms in front of him, or behind him, or clapping his hands, etc.). The children all imitate the action; but when the leader says,

"Don't do as I do!" at the same time giving them something to imitate, the children should remain standing, hands at their sides.

Anyone who makes a mistake and fails to follow the commands given must take his seat and is counted out of the game.

The leader should move and speak very rapidly, and make unexpected variations in the order in which the commands are given.

FLYING

Third Grade

Each child puts his fingers on the desk a few inches from the edge. The leader, who stands facing the class, says, "Robins fly," and lifts his fingers in imitation of flying. All the other children do the same, lifting their fingers every time the leader calls some creature which really flies, but being careful not to lift them when he names something which does not fly.

The object is to entrap someone into lifting the fingers at the wrong time, so the leader lifts his fingers every time he calls out, saying rapidly, "Robins fly," "Papers fly," "Horses fly," "Bluebirds fly," etc.

INDOOR GAMES FOR THE YOUNGER CHILDREN

These games, while educative, as are all supervised games, are purely for recreation, and most of them will appeal strongly to the younger children. They will be found interesting and enlivening for the recreation periods, recesses and intermissions, and the teacher may feel that her time in teaching and supervising them is well spent. For indoor recesses on a rainy day, they are just fine.

JACK BE NIMBLE

First Grade

Some small object about six or eight inches high is placed upright on the floor to represent a candlestick. This may be a small box, a book, a block, or anything that will stand upright. The players run in single file and jump with both feet at once, landing lightly on the balls of the feet, over the candlestick, while all repeat the old rhyme:

“Jack, be nimble, Jack, be quick,
Jack, jump over the candlestick.”

Several candlesticks can be used at one time, allowing more than one row to run at once.

THREAD THE NEEDLE

Second Grade

The players form in a line, holding hands. The last one of the line goes up to the leader, and says, “How many miles to Babylon?”

Leader. “Three score and ten.”

Last Player. “Can I get there by candle light?”

L. “Yes, and back again.”

L. P. “Then open the gates without more ado. And let the king and his train pass thru.”

The leader and his next neighbor make an arch by raising the hands, and the line, commencing with the last player, passes under. The game is repeated with the last player as leader.

SQUIRREL GAME

Second Grade

One child is the “squirrel.” All the other children have their eyes closed and one hand open for the nut, which may be a large

button, a piece of chalk or any other small object. The squirrel runs softly around, and drops the nut into some child's hand. When the nut is dropped, the child tries to catch the squirrel before he can get to his hole, his own seat. If the squirrel is caught, he must be put in the cage, a corner of the room. The child receiving the nut is the squirrel next time. All the children "wake up" while the squirrel is being chased. There may be two or even three squirrels if the class is large.

CLUCK, CLUCK

First Grade

One child is chosen for the hen, and goes out into the hall. All the pupils put their heads down on the desk as if they were asleep. A child slips around quietly and touches, three, four, eight, or ten, "chickens," according to the number of children playing. The old hen is called, and as she enters the room calls "Cluck, cluck." The "chickens" respond with "Peep, peep," though all of their heads are down. The old hen must find her chickens by the answers "Peep, peep." As she discovers a chicken, it must sit erect until all the chickens are found.

POOR PUSSY

First Grade

One of the children is chosen to be the "pussy." The others sit in a circle. The "pussy" goes before each one, kneels down, and says "Meow, meow," and the child before whom the "pussy" kneels, must say "Poor pussy." Pussy says "Meow" three times, and if the child before whom the pussy kneels does not laugh then the pussy goes on to the next child. If the child laughs, then he becomes the pussy, and the one who was "pussy" sits in his place in the circle.

CAT AND MICE

First Grade

One player is chosen to be the cat, and hides behind or under the teacher's desk. After the cat is hidden, the teacher beckons to five or six other players, who creep softly up to the desk, and when all are assembled, scratch on it with their fingers, to represent the nibbling of mice. As soon as the cat hears this, she scrambles out from under the desk and gives chase to the mice, who may save themselves only by getting back to their holes (desks).

If a mouse is caught the cat changes places with him for the next round of the game. If no mice are caught, the same cat may continue, or the teacher may choose another at her discretion. A

different set of mice should be chosen each time, so as to give all the players an opportunity to join in the game.

The children should be taught to add sport to the game by giving the cat quite a chase before returning to their seats, instead of seeking safety in the shortest and most direct way.

THE BIRD CATCHER

First Grade

Children in a group are given names of familiar birds, such as robin, sparrow, crow. One child is chosen for the mother bird, another as a bird catcher. The bird catcher calls the name of a bird and if it is the name of one of the children in the group, that bird must run to the mother bird before she is caught by the bird catcher. If caught, she joins the bird-catcher group. At the close of the game the side having the largest number wins.

BLACK AND WHITE

Second Grade

The children are separated into two equal divisions, one child having first been chosen as a leader. All of those belonging to one side tie a handkerchief on the left arm, to indicate that they belong to the Whites, while all those belonging to the other side are known as the Blacks.

After the Blacks and Whites have scattered and mingled indiscriminately, they stand around the room, watching for a signal from the leader, who is mounted on a desk facing the entire class. In his hands he holds and twirls a flat disk which is white on one side and black on the other, and hung on a string to facilitate twirling. When he stops the disk one side only is visible. If it should be the black side, the Blacks may tag any of their opponents who are standing upright. The Whites should, therefore, drop to the floor as in Squat Tag. Should the white side of the disk be shown, the Whites may tag the Blacks.

Anyone tagged is counted out of the game.

The side which holds out longest wins.

SCHOOLROOM TAG

First Grade

Mark a circle on floor in front of desks. Choose a player to be "It." He stands near but not in the circle and calls the names of three players. The players must rise and try to reach the circle without being tagged. They may run in any aisle in either direction. The first one tagged is "It" and the game continues as be-

fore. If none are caught, three more are named. Encourage naming players who have not been called.

TOKEN TAG

First Grade

One child is chosen to be "It," and runs about the room, up and down the aisles, carrying a token (an eraser, book, or some other object). He places his token on any desk he chooses, and is immediately chased by the owner of that desk, who carries the token along and tries to overtake and tag him before he can reach his own seat. If he is caught, the pursuer becomes "It," if not, the game continues until someone succeeds in tagging him.

POISON

Second Grade

A small chair or box is placed in an open space, and around it from six to ten children join hands. They pull as hard as they can and try to make some one touch the chair. He is then "poisoned" and must leave the ring. The rest continue the game until all but one is "poisoned." No one must be rough in playing this game.

CATCH ME QUICK

Second Grade

One pupil takes a handkerchief while all the others close their eyes. The handkerchief is then placed upon some one's desk, the pupil placing it steps in front again and says "One, two, three, look at me. Catch me quick, or I'll give it to Nick." All then open their eyes and the one who has the handkerchief tries to catch the one in front before he can reach his seat.

ONE-TWO-THREE

Third Grade

This game is played with a bean bag. The children number around the class. One child is chosen to be "It," and stands in front of the class. He may call anyone's number as, "13—1, 2, 3." If number 13 is quick enough to get out of his seat and stand in the aisle before the one who is "It" has finished counting, he has the bean bag thrown to him, and if he catches it, he becomes "It." Now number 13 calls, let us say, number "5—1, 2, 3" and so the game continues. This is a very lively game and calls for the close attention of the class.

SCULPTOR

Third Grade

One child is chosen to be a sculptor. He selects a number of other children to be statues, and poses them in various attitudes, representing persons, animals, birds, etc., placing several in a group if he chooses. After all have been posed they form a ring and dance around the sculptor. After a time the sculptor says, "The sculptor is at home," and counts ten. Every child must assume the pose given him by the sculptor and hold it until the sculptor says, "The sculptor is not at home." Then the children all dance around again in a circle and to their seats. The game may be made more difficult by requiring each child to have as a pedestal some particular spot when he is required to resume his pose.

SPIN THE PLATE

Third Grade

The children form in a circle. A large circular object like a wooden disk or tin plate is spun in the center of the circle by some child. As the plate begins to spin, he calls out the name of another child who must catch it before it stops. If he does so, he has a chance to spin; if not the first child takes another turn.

FEATHER GAME

Third Grade

Two parallel lines of children are formed and a feather or milkweed seed is blown up into the air between the lines. It must be kept in the air by the breath only. If it falls behind or on the head of any one, or if he touches it, a point is made for the other side. Five or ten points may be the game. A chalk line is drawn between the rows. Anyone stepping in or crossing this line loses one point for his side. Should the feather fall, it must be put in play again by the teacher.

INDIAN BALL

Second Grade

Choose sides. Standing in rows facing each other and about four or five yards apart, the children are ready for the game. The leader stands between the rows and tosses the ball to each side alternately. Each caught ball counts one point toward the score of that side. Each successful catch of the leader secures a point for the side throwing the ball. A score of twenty-five points wins the game.

DROP THE HANDKERCHIEF

Third Grade

Players in a circle facing in. One player, who is called the "runner," runs around outside the circle and drops the handkerchief on the floor behind some player, who then becomes "chaser." The chaser tries to tag the runner before he can reach the vacant place the chaser has left. Both may run around, across, or through the circle. If the chaser tags the runner, the latter is runner again; if not, the chaser becomes runner for the next game.

This can also be played in the following manner: Players sit at their desks and face front. Runner goes up and down between rows and drops handkerchief on the desk behind the one who is to be chaser. If the runner reaches his own seat before the chaser tags him, the latter is runner for the next game.

HIDE AND SEEK

First Grade

All the children may blindfold by putting their heads upon their desks, with eyes closed, or by covering the eyes with the hands. The teacher hides three children. The others must hunt for them and bring them to the teacher.

The game may be made a quiet one by requiring the children to name the missing ones instead of hunting for them.

SLAP JACK

First Grade

In the schoolroom this game is played with all the pupils seated except one. The odd player walks or runs through the aisles, touches some player and runs on around the room in the direction he is going. The one touched at once leaves his seat and runs around the room in the opposite direction. The one wins who first gets back to the vacant seat. Dodging through aisles to shorten distance is not allowed.

FOX AND GEESE

Third Grade

One player is chosen to be fox. All the others are the geese, and form a file with the chief goose at the head, and each one with both hands on the shoulders of the player in front. This chain must be kept unbroken. The fox tries to tag the last goose in the line. To prevent this, the chief goose tries always to be in front of the fox, so that he may not pass.

HIDE THE SPOOL

Third Grade

A class, or one row of pupils, according to the number of pupils in the room, passes to the hall. The spool is hidden in plain sight, on a pupil's desk, in a corner, on the floor, on the blackboard ledge, or anywhere that it can be easily seen. The pupils in the room signal the others by clapping the hands. When a pupil sees the spool, he slips to his seat as quickly and quietly and as unconcerned as possible and sits in position. If the final pupils have trouble in finding the spool, the signals, "Hot," "Cold," and "Warm" are given. The first pupil to find the spool usually hides it next time. This game is a general favorite with the children, and a valuable little game for the schoolroom because of the element of self-control and keenness of observation which enters into it.

HUNT THE CHALK

Third Grade

Use any convenient number of small pieces of chalk, kindergarten cubes, spools or hickory nuts. Let all the pupils leave the room or put hands on desks and blind their eyes, except one, who quietly hides the pieces of chalk in all sorts of unusual places. At a signal all awake and hunt until every piece is found. The child who finds the largest number hides the chalk for the next game.

PUSS IN THE CORNER

Third Grade

This old game may be adapted to use in the schoolroom by drawing several circles with chalk on the floor in any open space to serve as "corners."

One player is chosen to be pussy; all the others place themselves in "corners." The pussy walks from one to another, saying, "Pussy wants a corner." The reply is made, "Go to my next neighbor." The other players constantly change places. The pussy may try to secure any "corner" when it is vacant. If he succeeds, the player without a "corner" becomes pussy.

FINDING A HOUSE

Third Grade

This is a pleasing variation of Puss in the Corner, permitting a larger number to engage in the game.

Draw crosses upon the floor with chalk all around the open part of the room, so that they will mark a place for each player, keeping one player for the center of the game. All the players take their places, the odd player taking the center cross. Then the one in the center goes up to a player and says, "Mary (her own name) wants to find a house." The player to whom this is addressed answers, "Go and ask Francis." He may mention any player in the room that he wishes to take part in the game. While central player is making his rounds of questions the other players by beckoning to one another are exchanging places. They try to make the signals and dash from place to place while the questioner is occupied with those to whom he is talking; because, if he can dodge into a place made vacant by those exchanging, he has found a house for himself. Then the one left with no place must become the questioner. If the other players are too alert for the one in the center and he tires of trying more, he may say, "Everybody move, now," and every player must exchange houses. In the excitement of exchange the questioner should be able to find a house, and thus force the one left out to become the player for the center of the game.

TOSS BALL

Third Grade

This game requires a soft gas ball, which may be obtained at any toy store for twenty-five cents or less. It consists of a soft rubber bladder which must be blown up to fill the cover which is made of some soft flannel. As will readily be seen this ball is extremely soft and will hurt no one, and there is no schoolroom game which develops more alertness or more enjoyable harmless exercise.

At the beginning of the play the children sit in their seats. Two or three may be set to guard the corners of the room or the larger spaces not filled with seats. The teacher stands at the front of the room and bats the ball lightly with the palm of her hand toward the children. Any child who can do so without getting out of his seat may hit the ball, sending it anywhere it will go. While the ball is moving any other child who can hit it and so keeps it going. By this time most of the children will be standing, no one being able to sit as the game becomes exciting. They must be up and ready should the ball come their way, but no one must move away from his own desk. In most cases a child will be able to stand

in the space between his seat and desk, but if not he should be required to stand beside his desk. The children should be taught to hit the ball with the palm of the hand and send it up into the air instead of catching it as it comes toward them.

The foregoing game is better adapted to primary grades. The older children will like to choose sides and, having put up a heavy string or picture wire across the room, form two lines, one on each side of the wire. The wire should be about eight feet high and the lines about six or eight feet apart. Then the leader of one side tosses the ball toward the other side, trying to make the ball go over the wire. The opposing side bats it back, always using the palm of the hand, trying to put the ball over the wire. Each time the ball goes over it counts one for the side batting. The first side making five points wins.

BASKET-BALL FOR THE SCHOOLROOM

This game is played with a large, soft rubber ball such as is used in the kindergarten. The open space in the front of the room may be used by removing the teacher's desk. Divide the school into two equal parts, each side lining up on one side of the open space. Should there be an odd number select one child to keep score for each game. The baskets are two children who stand with arms out round like a basket. The two baskets and the two captains are chosen by the sides or by the teacher. A chalk mark on the floor at each end of the open space will indicate the positions of the two baskets, and other marks the positions of the two players who toss the ball.

At a signal, the first player from each side takes his place ready to toss. It is the captain's business to give the ball to each player in turn, who endeavors to toss it into the basket of his side. After the first players have each tossed the ball, their places are taken by the next two, and so on until all have played.

A point is scored for every time the ball is landed in the basket, and the side having the most points after all have played wins the game.

As the pupils become familiar with the game, new points may be added from time to time, making the game resemble more and more the regular game as played in the gymnasium or playground by older players.

RELAY AND CONTEST GAMES

Games in which there is a contest between sides, teams, rows, boys and girls or any similar division, are invariably full of life, demand quick response and stimulate a healthful spirit of rivalry. They are worth while for the recreation period in any schoolroom.

AUTOMOBILE RACE

Second Grade

This game is a relay race between alternate rows, each row selecting the name or kind of automobile they want to drive. The first child in each row that is playing, at a signal from the teacher, leaves his seat on the right side, runs forward, around his seat and then to the rear, completely encircling his row of seats, until his own is again reached. As soon as he is seated the child next behind him encircles the row of seats, starting to the front on the right side and running to the rear on the left side. This continues until the last child has encircled the row and regained his seat. That row wins whose last player is first seated. The remaining alternate rows then play, and if desired the two winning rows may compete for the championship.

RELAY RACE

Second Grade

Four children are numbered. The odds stand at one end of the room and the evens at the other. Four others do the same thing in another place. All must put one foot, or a foot and a hand, against the wall.

At a signal Number 1 runs to Number 2, who as soon as he is touched runs to Number 3, who runs to Number 4, who runs to where Number 1 was and stops. The side finishing first wins.

It is well to try this several times with a single group before having any races.

CHALK RELAY

Second Grade

See that there is an even number of pupils in each row. Give the first child in each row a piece of chalk. At "Go" it is passed down the row until it reaches the last child in the row, who rises, runs to the front of the room, and makes a mark upon the black-

board. As soon as this last child is out of the aisle, all the children in the row move back one seat and the child who was at the board takes the front seat and quickly passes the chalk back again. The game continues in this way until some row is through, that is, until every one in the row is back in his own seat again. This row, of course, wins.

CARRYING THE FLAG

Third Grade

This game is a relay race played between alternate rows of children, most of whom are seated at their desks.

The captain in every row bears a flag, each row representing a different nation, if such flags are available. The first child in each alternate row, the captain, at a given signal leaves his seat on the right side, runs forward to the front of the room around his seat, passing it on the left, to the rear of the room, around the rear desk and back to his seat, thus encircling his own row of desks. He gives his flag to the child behind him, and this child follows the same course, and so on until each child in the row has had a turn. The row whose last child is first seated wins. The alternate rows then play in the same manner, and finally the two winning rows.

A HOPPING RELAY RACE

Third Grade

This is a relay race, played between alternate rows of children, who are seated at their desks.

The last child in each alternate row, at a given signal, leaves his seat and hops on one foot to the goal (the blackboard facing the class or a line drawn across the front of the room), touches it with his hand, and hops back to his seat again. Each child, as he takes his seat, tags the child seated next in front of him, who takes this as a signal to start and at once hops forward to the goal.

The row whose child in the front seat first returns and raises a hand to show he is seated wins.

The remaining rows then play, and finally the two winning rows.

This race may be varied by having the children jump between desks of adjacent rows, by having them hop down the aisle on the right foot and hop back on the left, or by having them stop between desks or chairs to perform definite tasks, such as picking up and replacing beans or stones, or performing some gymnastic exercise.

STORMING THE CASTLE

Second Grade

The pupils are divided into two equal groups under the leadership of two captains. Each captain in turn brings his men up to a line drawn on the floor and furnishes each with an eraser, which is to be thrown into a wastepaper basket placed a few feet away from the line. The side which gets the greatest number of erasers into the basket has succeeded in storming the castle. When the number of children is large there may be several companies of soldiers.

ALL UP RELAY

Third Grade

Eight or ten empty bottles must be provided for this game, the small sized olive bottles being a very good size and shape. Two circles about a foot in diameter and two feet apart are drawn with chalk on the floor in front of each of the two groups into which the players are divided. Each group forms a single line, all children facing front. When the lines are formed, one-half the bottles are placed in one of each pair of circles. At the signal to start, the leader of each side must place all the bottles in the other circle of the pair. He must be quite sure that all the bottles are left standing. Then he tags the child next behind him and runs down between the lines, taking his place at the rear of his line. As soon as the second in line has been tagged, he must change the bottles back to the other circle, tag the one behind him and run to the rear. The third child in line does the same, and so on until all have changed the bottles. The side first through wins. No child may touch the bottles unless they are all standing and entirely within the circle. Each child must leave them ready for the next, or else return and fix them properly.

DEFENDER

Third Grade

For this game place an inverted box or a stool in the largest open space in the schoolroom. Some distance from this make a line upon the floor upon which the players stand as they throw the ball. A player is chosen to stand beside the box or stool to hit the ball with his hand and keep it from touching the box or stool. He is called the Defender. Another player is chosen to stand behind the Defender to throw the ball back to the thrower. The players in turn throw the ball toward the box. If the ball

hits the box or stool the player throwing may become the Defender and the Defender must take his seat or join the throwers, as the teacher chooses.

THROUGH THE HOOP

Third Grade

This is a game in which children can see their own expertness grow. For it a wooden barrel hoop is used. Clothes pins or bean bags are used for the implements to throw at the hoop. A certain number of players take their stand in a horizontal line in the open space in the room. A player is chosen to roll the hoop. When all are ready the player gives the hoop a push which sends it rolling across the room in front of the line of players. As it begins to roll the players throw their clothes pins or bean bags at the hoop, trying to throw them through the hoop while it is rolling. Those who do not get through the hoop may pick up their pin or bag and have another try when the player on the other side of the room rolls the hoop back again to the first player. These players then take their seats and another line is formed with newly chosen players to roll the hoop. This is continued until all in the room have played. If one choose a score can be kept, by keeping account of the number of pins or bags that each line of players successfully lands through the hoop, and by comparing the successful numbers one with the other. No player should be allowed to stand on the side through which the missiles are to land because of the danger therein.

BEAN RACE

Third Grade

Place upon each desk four beans and a strip of thin cardboard about three by one-half inches. At a given signal the pupils begin to take a bean upon the cardboard and place it upon the desk opposite. The pupils are allowed to stand to do this, but must not touch their hands to the beans. If a bean drops, they must pick it up with the card. The one who first successfully lands all four beans on the opposite desk is the winner of the game and may come forward to watch the others.

GAMES WITH BEAN BAGS

A great deal of pleasure and healthful exercise may be had with a set of bean bags. These are inexpensive, if bought, but may easily be made. The best size for all round use is about 4x5 or 4x6 inches. Heavy gingham, denim or duck, preferably of a dark color, should be used. With a fold of the cloth for one side double stitch the other sides, leaving a small opening at one corner through which the bag may be turned right side out. Fill the bag with small beans, not too full, and sew up the corner.

DROP THE BEAN BAG

First Grade

One child runs about the room on tiptoe and drops the bean bag on the desk of some child sitting in good position. The child to whom the bag is dropped chases him up and down the aisles. They cannot reach across the seats. If he touches him with the bag before his seat is reached, then he has to drop it again. If not, the second boy drops it on another desk and the game proceeds as before.

PASSING GAME

(For the youngest children)

Divide the school into two parts, form two lines facing each other and place a chair at both ends of each line. On the chair at the head of each line, put four bean bags. At a signal, the first child in each line passes them to the second child, one at a time. The second child passes each one to the third child, and so on. The last one places the bean bags, as fast as he gets them, on the chair by him. The line that gets them all passed first wins the game. No one must hold two bean bags at the same time. If one is dropped, it must be picked up and passed before another is received.

PASS THE BEAN BAG

Second Grade

Equal sides or teams are arranged. There may be three or four instead of two. A ball or bean bag is given to each captain. At a signal he passes it rapidly down the line. The last child runs up with it and sends it down the line again, and so on until each has had a chance to run. Every one must touch the ball every

time. If it drops, the one who failed to hold it must pick it up and send it on.

When the captain finally gets back to the head again, he holds his ball or bean bag high as a signal that his side is through. The side which first gets two out of three, or three out of five, may be called the winner. This is an especially attractive game to boys.

TOSSING GAME

Third Grade

The leader tosses a bean bag to different players, who immediately return it to the leader. At first any form of throw may be used; later the bag must be returned by the kind of throw the leader uses. Carelessness may be corrected by having those who miss leave the play, but this is not best for all the time. It is a miss to drop the bag or to throw it beyond the reach of the leader. Encourage quick and unexpected throws.

BEAN BAG RACE

Second Grade

There must be an equal number of children sitting in each row, and no empty seats except at the rear. Two circles are made in each aisle, one at the front and one at the back. On each front circle a bean bag is placed.

When the teacher says, "Ready! Go!" every child in a back seat runs to a bean bag, picks it up, carries it to the back circle, and runs to the front again. The teacher rewards the winner by making a star on the board after the number of his row, and then says, "Change!"

Every one moves back one seat and the runners sit down in the empty front seats. For the second race the bean bags must be carried from the back circle to the front circle; for the third, from the front to the back, and so on; in every case the runner is the child in the back seat, and he must finish at the front beside the seat he is to occupy next.

DOWN AND BACK

Second Grade

Have the same number of children in each row. Give each leader a bean bag, which he holds in both hands. At a given signal he passes it with both hands, over his head, to the one back of him. This child must receive it with both hands and pass it to the one back of him in the same way. When the one at the end of the row gets it,

he holds it up and calls out the number of his row. All then face about, and the bean bags are passed back again in the same way. This may be continued as long as desired. Keep account of the rows that get the bean bags passed first. The row that beats oftenest wins the game. If bean bags are not available, clean erasers or books may be used.

BAG PILE

Fourth Grade

The players are divided into two or more equal parties which line up in ranks. Near the front end of each rank is a pile of ten to fifteen bean bags, which are to be passed down the line. At a signal the first player in each rank takes a bag and passes it down the line, sending the others in succession after it as rapidly as possible. The last player in the line, upon receiving the bean bag, lays it on the floor in front of him and as each bag reaches him, he piles it on the preceding one, thus making a stack. Only the first bag may touch the floor. The stack must be able to stand without assistance, and the player who stacks the bags must have no help in his task.

Should the bags fall over at any time, the player must pick them up and pile them over again. The line scores 1 which first succeeds in getting all its bags stacked.

The last player, the one who stacked the bags, then carries them up to the front of the line and becomes the first passer for the next round of the game. The line wins which first scores 5 or 10, as may be decided beforehand.

BEAN BAG CIRCLE TOSS

Fourth Grade

There should be a bean bag for each of the players except two. All the players form a circle separated from each other by about twenty-four inches. At a signal from the teacher each player turns toward his right hand neighbor and tosses his bean bag to him, turning at once to receive the bag which is coming to him from the left. The game should move rapidly, but of course it requires skill, which may have to be acquired. With beginners it may be advisable to play the game at first with a fewer number of bean bags. Balls may be used instead of bean bags if desired. About every two rounds change the direction of tossing.

BEAN BAG BOARD TOSS

A board about eighteen by twenty-four inches is needed. Near the lower end of it cut a square or round hole a little larger than a bean bag. Higher up in the board cut another hole somewhat larger. Give the board a slant of about forty-five degrees by supporting the upper end with a brace or against the wall. The players stand at a throwing line ten to twelve feet from the board. Each player may have five bags, or five may be used for the entire group, the bags being recovered for each player in turn. A bag thrown into the larger hole counts two; into the small hole, five. The player who first scores fifty wins. Several boards may be used at once for a large number of players.

BEAN BAG TARGET

Fourth Grade

A target consists of three concentric rings or squares on the floor, five, ten and fifteen inches in diameter. Draw as many targets on the floor at front of room as room and time permit. Have as many teams as targets. Each team has three bags, which are to be thrown at the targets from a distance of ten, twelve or fifteen feet, marked in the aisle. One player throws all three bags at the target in turn and then the score is counted, ten for each bag in the center, five for each in the next, and one for each in the outer circle. A bag on a line counts as if it were in a space just outside that line. There should be a score keeper to mark up the scores on the board as they are made. Each player after throwing gets the bags and tosses them to the next. This may be played slowly and without taking account of time used, or a certain number of minutes may be set and each team try to earn as many scores as possible in the time, each throwing in turn until the time is up. The first method is best to develop accuracy in throwing, while the second is better exercise.

BEAN BAG AND BASKET RELAY

Fourth Grade

Each player is provided with a wastepaper basket or a box is placed on the floor near the blackboard in front of each aisle. In line horizontally with the forward edge of each front desk a chalk line is drawn on the floor at the end of each aisle, which serves as a throwing line, from which players throw their bean bags into the basket.

The game is a competition of skill rather than of speed. At a signal from the teacher, the first pupil in each row stands, places his toe even with the throwing line, and tosses his bean bag toward the basket. If the bag goes into the basket, it scores five. Should it lodge on the edge of the basket, it scores three. Should it fall outside, there is no score.

As soon as these first players have thrown they return to their seats and the second row across the room steps forward and throws. This is continued until each player has thrown, and the line wins which has the highest score. There should be one score keeper for the entire game, who should draw a diagram on the board in which to write the score.

ONE LEGGED RELAY RACE

Fourth Grade

Bean bags are arranged on the ground in two parallel rows, each row having the same number of bags placed at the same distance apart. Sides are chosen and each player in turn races with some player of the other side. Each player hops on one foot down the line and back, going over each bean bag and then hops down and back a second time, going around each bag. Any player who touches the other foot to the ground must begin over again. The first to finish wins, and the side which has the largest number of winning players is the winning side.

GAMES FOR THE PLAYGROUND

Only group games with a proven interest have been included. Such games as baseball, football, basket ball, etc., have been purposely omitted as have all games requiring special equipment of any sort. Nor have the many individual and small group games that may be played with or without marbles, tops, skipping-ropes, jacks and the like been considered desirable in this collection.

Group activity, flexible team work, good comradeship and unspecialized training have formed the basis of selection, and the aim has been to avoid games of such complexity that the average teacher might be handicapped in their management. For the teacher is, and necessarily must be, the promoter and leader in the playground activities of her group of pupils, if the best results, both for the school and the individual are to be considered.

Every effort should be made to interest the girls as well as the boys in the active games of the playground. Girls need the physical and mental development that comes from play activity and must not let any false notion of being "unladylike" deprive them of these advantages. The girls may in some games play in their own groups, but much good to both boys and girls results from games in which both participate.

TAG GAMES

"Tag" is one of the oldest and simplest of games, more universally known and played, perhaps, than any other. It affords good fun and brisk exercise, and is usually entirely an impromptu amusement and frolic. The games which follow under this heading give such variations of the old, simple game as have been found most popular among many groups of players. Children will delight in playing them.

CROSS TAG

Fourth Grade

One player is chosen to be "It." He calls out the name of another player, to whom he at once gives chase. A third player at any point in the chase may run between the one who is "It" and the one whom he is chasing, whereupon this third player becomes the object of the chase instead of the second. At any time a fourth player may run between this player and the chaser, diverting the chase to himself, and so on, indefinitely. In other words, whenever a player crosses between the one who is "It" and the one being chased, the latter is at once relieved of the chase and ceases to be a fugitive. Whenever the chaser tags a player, that player becomes "It."

WOOD TAG

Fifth Grade

The players venture as near as they dare to the one who is "It," taunting him by crying, "Ticky, ticky, touch wood!" A player is safe from being tagged only when touching wood. Growing trees and shrubs are not considered as wood. No player may stay very long in a place of safety, and the moment his hand or foot is off from the wood he is liable to be tagged. A player who is not near wood may call "Parley!" and remain perfectly still for a few moments without being tagged. But if he makes the slightest movement of hand, foot, head or any part of his body, he is liable to be tagged. When such a player decides to run again, he calls out "Parley out!"

SQUAT TAG

Second Grade

All those who intend playing the game stand in a row, while one of their number counts out to find who is to be "It."

The one who is "It" gives chase to the others, trying to tag them. A player may escape from being tagged by suddenly stooping or "squatting," but can only "squat" just so many times, the number of "squats" being fixed before the game begins.

Any one tagged becomes "It."

SLAP TAG

Fourth Grade

The players form two long rows facing each other. Between the rows is a player whom we call "It." The players in the lines hold their upper arms down to their bodies, with the forearms extended toward the one who is "It." The palms of the hands are turned downward. The one who is "It" tries to slap the hands of any of the players who are in the lines. The players try to avoid their slaps by bending the hands upward, downward, sideways, at the wrist, or in any other position without withdrawing the whole arm or changing the position of the elbow. If a player receives three slaps on his hand he must chase the one who is "It" just as soon as he feels the third slap. The one who is "It" tries to run around to the back of the line and into the place previously occupied by the one slapped before being tagged by him. If he succeeds, the pursuer becomes the slapper or "It" for the continuation of the game.

TOUCH WOOD AND WHISTLE

Fifth Grade

This version of the game of tag requires not only that, to insure safety from the one who is "It," the children must touch wood, but that they must also whistle. As soon as a child ceases to touch wood and to whistle, he is liable to be tagged. The "It" may try to make any player laugh to interfere with his whistling.

WHIP TAG

Fifth Grade

This game is played with a beetle (a cylindrical sack about two by fifteen inches, stuffed with cotton, resembling a policeman's club), or with a knotted towel. Any number may play. One child is chosen to be "It." The other children form a large ring and stand facing the center with their hands behind their backs. The child who is "It" then runs around the outside carrying the beetle which he drops into the hands of any one of the players in the ring. That player then quickly turns to his right hand neighbor and hits him with the

beetle. The neighbor tries to escape by running around the circle and back to his place. If he escapes with being hit but once he takes the beetle and exchanges places with the first player. If he receives more than one hit the one who holds the beetle exchanges places with the first outside player. The new beetle man runs around outside and drops the beetle into any hand which he chooses, and so the game continues.

PARTNER TAG

Fifth Grade

One child is "It," and another the runner. The rest of the children lock arms in couples. It is the object of the runner to save himself from being tagged by locking arms with either member of any couple he chooses. Whenever he does so, the third party of that group becomes runner and must save himself in a like manner.

If a runner is tagged at any time, he changes places with the one who is "It."

JAPANESE TAG

Fifth Grade

Use the rules of ordinary tag, but "It" must tag with his left hand while the right hand is held constantly against the spot on his body where he was previously tagged. By tagging a player in an awkward place for him to hold his hand, as the left knee, he becomes crippled; then every one should play close up to tease him.

FENCE TAG

Sixth Grade

Any part or the whole of the fence surrounding the school yard may be used for this game if it is not too high. If it is, some of the children may join hands and stand in a long line to make a fence, or a piece of rope held by two or three children is a good substitute.

The child who is "It" gives the others a fair start toward the fence, then follows and tries to tag them. He may only tag those who are on the same side of the fence as he is, whichever it may happen to be. The game consists in dodging back and forth across or under the fence within the given boundaries.

Any child tagged must change places with the one who is "It"

LIVELY GROUP GAMES

These games are well adapted for the recess period, being quickly organized, rapid in play and readily completed or discontinued, no scoring or contest being involved. Most of them, too, permit an indefinite number to participate, an excellent feature for the limited recess period.

ANIMAL CHASE

Fourth Grade

Any number of children may play this game. One of the number is selected to be the chaser or hunter. Another child secretly gives to each of the other children the name of an animal, as fox, deer, rabbit, etc. Each child has a different name. If many children are playing they may be divided into groups and named by groups. Two corners are marked off on the playground. These are called pens. The animal players gather in one of these pens and the hunter stands outside, but near it. The hunter then calls out the name of some animal, and if there are any who have been given that name they run to the other pen. The hunter tries to tag the animals, and any tagged before reaching the other pen must help the hunter tag others as he calls out other names and the animals run. The last one tagged becomes the hunter for the next game.

THE FOX AND THE HEN

Third Grade

A den is marked off for the fox in one corner of the play ground, and a farmyard for the hen and chickens in another. One player is the fox who stands in his den, another is the hen and all the others are her chickens. The hen walks up to the fox's den followed by her chickens. She asks, "What time is it, Mr. Fox?" If he replies by naming two o'clock, three o'clock, or any hour except midnight, she may go away in safety and return later to ask the same question. But if the fox says, "Twelve o'clock at night," she and her chickens must run, for the fox will catch as many of them as he can. The chickens that are caught must stay in the fox's den until all are caught. When a new game is begun the first chicken caught may be the fox.

The game is varied sometimes by having the chickens that have been caught try to catch the others, "for company."

THE FARMER IS COMING

Fifth Grade

A variation of the Fox and the Hen game. Any number of children may play. One is chosen to be the farmer. He seats himself on a low box or stool or convenient stone. The others choose a leader from among themselves and stand some little distance from the farmer. The place where they stand, or their home ground, must be marked off in some definite way by a path or line. The leader then taps some of his companions on the shoulders as an invitation to go into the farmer's orchard for apples. They then leave their home ground and approach as near to the farmer as they dare. Suddenly the farmer claps his hands and all the players must stand until the leader calls out, "The farmer is coming!" Then they try to reach their home ground before the farmer can tag them. Any players tagged become prisoners of the farmer and must stay in a place designated by the farmer until the game is ended. If the leader is tagged a new leader must be chosen, and next to the last prisoner taken becomes the farmer for the new game. One thing must be remembered and strictly adhered to, that is, no player must stir till the leader gives the warning.

OLD BUZZARD

Fifth Grade

One player is chosen to represent the "old buzzard"; another player represents a hen, and the remainder are chickens. All the players circle around the buzzard, saying in chorus:

Chickany, chickany, craney crow,
Went to the well to wash my toe;
And when I came back a chicken was gone.

The hen finishes by asking alone. "What time is it, old buzzard?" The buzzard crouches on the ground during the repetition of the verse, going through the pantomime of building a fire with sticks, and in answer to the question may name any hour, as 8 o'clock, 9 o'clock. The buzzard may say any time, and so long as he does not say 12 o'clock the players continue to circle around repeating the verse, the final question being asked every time by a different player, until the buzzard finally says "12 o'clock!" When this occurs the ring stands still and the following dialogue takes place between the hen and the buzzard:

Hen: Old Buzzard, Old Buzzard, what are you doing?

Buzzard: Picking up sticks.

Hen: What do you want sticks for?

Buzzard: To build a fire.

Hen: What are you building a fire for?

Buzzard: To roast a chicken.

Hen: Where are you going to get your chicken?

Buzzard: Out of your flock.

The buzzard who keeps a crouching attitude, with face down-cast, during this dialogue, suddenly rises on the last words and chases the players, who scatter precipitately. When a player is captured, the buzzard brings him back, lays him down, and dresses him for dinner, while the rest of the players group around. The buzzard asks of the captured chicken, "Will you be picked or scraped?" and goes through the motions of picking feathers or scaling fish, as the chicken decides. The buzzard then asks, "Will you be pickled or salted?" "Will you be roasted or stewed?" each time administering to the recumbent chicken the appropriate manipulations. If the chicken undergoes all this without laughing, he becomes the next buzzard. Should he fail to pass this test, however, he is dragged by the buzzard to a corner, and the game goes on with the remainder of the players.

DEN

Fourth Grade

Each child takes the name of a wild beast and selects for himself a den,—a post, tree, stone, steps or corner of the school building.

One child begins the game by running out of his den. He is immediately liable to be tagged (caught) by anyone who may come out after he has ventured forth, but he cannot tag them until he goes back to his own den and comes out again. The last one out may tag any of the others, but cannot himself be tagged by anyone.

If a child can tag anyone he has a right to capture, he takes him home to his own den, and the latter must help him to take the rest. The pursuer cannot be tagged while bringing home a prisoner, however.

The children are gradually gathered into different groups of animals, and the side that succeeds in capturing the most, if not all, of the other wins.

DOVE AND HAWK

Second Grade

This game is especially liked by the smaller children because so many children are active at the same time and the individual is so important.

The players stand in groups of three and the groups scatter over the playground. One child, usually the smallest of the group, represents the dove, one the hawk, and one the owner. The owner holds both the dove and the hawk by the hand. Whenever he chooses to do so, the owner, with an upward gesture of the hand, sends the dove away from him as one throws a bird into the air. The dove goes running away with arms floating like wings. When the owner considers that the dove has sufficient start he throws the hawk in the same manner. The hawk tries to catch the dove but he must run over exactly the same route covered by the dove. The hawk also runs with arms outstretched. When the owner sees fit he may call his pets back by clapping his hands loudly. He gives this signal at any time when the dove seems hard pressed or weary. The dove must not return until the signal is given. The dove if caught may exchange places with the hawk or with the owner.

FOX AND CHICKENS

Fourth Grade

Choose a player to be fox and another to be the mother hen. The other players are chickens and all form in line behind the mother hen, each one grasping the waist of the one in front. The fox tries to tag the last chicken; the line, led by the mother hen, turns and tries to keep between the fox and that chicken. When the last chicken is tagged he becomes fox and the mother hen chooses another player in her place.

TOMMY TIDDLER'S GROUND

Any number of players may participate. The ground is divided into two equal parts, one part being Tommy Tiddler's Ground and the other part belonging to the rest of the players. They venture over the division boundary, crying:

"I'm on Tommy Tiddler's Ground.

See the diamonds and pearls I've found."

Tommy may then tag any one he can while on his ground, but must not cross the line. The captured one exchanges places with Tommy.

THE KING'S LAND

A variation of the foregoing game. Mark a space for the King's land and select a player to be King. The other players try to tease and annoy the King by stepping on his land while he tries to tag them. One who is tagged becomes King and the game continues. For a variation the players sometimes join hands and march up toward the King, who is seated on his throne, keeping step with the words,

"I'm on the King's Land, the King's not at home,
The King cannot catch me till I say 'Come.'"

At the word "Come" the King gives chase.

PUSS IN THE CIRCLE

This is another variation of the same game. A large circle is marked on the ground, or formed by a number of children holding hands. One child, who acts as puss, stands in the center of the circle. The other children stand surrounding the outside of the circle. These children may be tagged by puss whenever they have a foot inside the circle. They will, of course, tease puss in every possible way.

Each one whom puss catches becomes a prisoner, and is another puss in the circle, helping to catch the others. The last one tagged wins the game.

THE "RED LION" GAME

Second Grade

A very loud old game much enjoyed by the little tots.

The children count out to see who will be the Red Lion, and the one who is thus chosen goes to his den. The children creep up to the den, and call—

"Red Lion, Red Lion,
Come out of your den
Whoever you catch
Will be one of your men."

The Red Lion rushes forth, catches any one he can, and takes his prisoner to his den.

The rest of the players give the call again, and now Red Lion has a helper, as the two catch whom they can. This is repeated till all are caught, and the first one who was captured is Red Lion for the next game.

RABBIT'S NEST

Fourth Grade

The children scatter over the playing space, and groups of four form circles with hands clasped. A single player stands in the center of each circle. Two other players are selected, one to be the rabbit and one the farmer's dog. The children are then told that the playing space is a big cabbage field, and that the rabbits have been eating the farmer's cabbages. He has therefore sent his dog to chase them. Each little circle is a "rabbit's nest," but will only hold one rabbit. When the one lone rabbit, who is without a nest, runs into one of the nests, the rabbit already there must leave. When the rabbit is caught, the dog becomes a rabbit and the rabbit a dog. The game is continued until all the children have been dog, rabbit and nest.

In order that those forming the nests may take part in the running, it may be stipulated that when a rabbit has been caught, the rabbit in each nest shall change places with one of the players, forming the nest.

SQUIRRELS IN TREES

Second Grade

(This is a simpler form of the Rabbit's Nest game and may be played by the younger children.)

The children stand in groups of three, each with his hands on the shoulders of the one in front, forming hollow trees. In each tree (and there may be as many as ten trees if desired) there is a child representing a squirrel, and also an odd squirrel without a tree. At a signal given by some child who may act as leader, all of the squirrels must run for other trees, and the odd squirrel tries to find a tree.

The one who is left out becomes the odd squirrel next time.

RABBIT AND HOUND

Second Grade

The players stand in two ranks facing each other, about ten feet apart. They join hands down the ranks, keeping them arched high to form gateways.

A rabbit and a hound are selected. The hound pursues the rabbit, in and out through the lines, having to follow exactly the course taken by the rabbit. If the rabbit is caught it goes to the foot of the lines, while the hound becomes the rabbit and the player at the head of that line becomes the hound.

FOX AND HOUND

Fifth Grade

The players are in rank and file. They join hands across the ranks. A fox and a hound are chosen; the hound is to catch the fox. They can only go where the passage-ways are open. At the command "Change" the players face left and join hands in the other direction. This command is given often and each time it changes the course of the fox and hound.

Original position of lines.

O—O—O—O

O—O—O—O

O—O—O—O

O—O—O—O

Lines after change.

O	O	O	O
O	O	O	O
O	O	O	O
O	O	O	O

This game may be played with twelve players or with 100 players with equal success. As many as four foxes and four hounds can run at once. The chief value in this game is the quick response from the mass. If one fellow is slow and makes a mistake, it closes a passageway which should be left open and delays the game.

FORCING THE CITY GATES

Seventh Grade

Two captains are chosen and all the players are chosen. The sides then join hands and line up in two straight lines facing each other, about ten feet apart. Each line represents the gates of a city. The captains place their men as they choose, usually in such a way as to make the gates strongest. One leader names a player to break through the gates, or joined hands. Should he fail he remains upon the opponent's side, but if he is successful he returns to his own side with those whose hands he has parted or evaded. The captains alternately send out men to force the gates and that

side wins which finally captures all the opposing players. If there are many playing, two may be sent at a time to force the gates. The original game permits the breaker of the gates three trials, but where children are of varied ages it has been found best to allow but one trial.

HERE I BUY; HERE I BAKE

Fourth Grade

The children form a circle by joining hands, shutting one of their number into the middle as they do so. The captive touches one pair of joined hands, saying: "Here I buy"; touches another pair (generally on the opposite side of the circle), saying "Here I bake"; and another, saying, "Here I make my wedding cake." Then suddenly he springs on two of the clasped hands which appear least to expect him and saying, "Here I break through!" breaking through the circle, if possible.

When he succeeds, the two who have allowed him to escape endeavor to tag him. The one who succeeds first may take his place in the circle.

BEAR IN THE PIT

Third Grade

This game is liked by the small boys. There is also an opportunity here to teach the boys that the girls are not so strong as they are, therefore are hurt more easily, and that they must not be too rough when girls are playing. The pit or ring is formed by the players joining hands to form a circle. One player, the bear, stands within the pit. The bear tries to get out, over or under or by breaking the bars (clasped hands). If he escapes, the others give chase, and the one who catches him becomes the bear next time.

When played by the larger boys alone the game is called "Bull in the Ring," the one in the center being the "bull" and making his escape only by breaking through the clasped hands at some point in the circle. Otherwise the game is as above described.

ADVANCING STATUES

Fourth Grade

Divide players into two equal groups. Place the groups on opposite sides of the playing space, with a leader between. Explain that each player is to be a live player when the leader is not looking at him, but must be an immovable statue whenever the leader looks that way. Players advance toward the leader when he is

looking another way, and he sends anyone back to edge of play space if he sees him moving. The side which first reaches the center of the play space wins the contest.

STEPS

Second Grade

The players are drawn up in line, each one equally distant from some object, as a wall, or from a line drawn on the floor. One player stands in front of the others, facing them, closes his eyes and counts ten aloud, then instantly opens his eyes. While his eyes are closed, the players may run, walk or move toward the goal in any way, but before his eyes are open they must stop, and he may send all he sees moving back to the starting line. The players win in the order in which they reach the goal.

SIXTY

Third Grade

The leader stands on a base with back to the schoolhouse and counts—ten, twenty, thirty, forty, fifty, sixty, turning quickly at the word “sixty,” and calling back to the base any player whom he has seen move. The object of the game is to go around the house and back to the base without being caught moving after the word “sixty.” All players caught must begin over again.

CHICKEN MARKET

Fifth Grade

Two of the largest and strongest of the children are selected, one to be the Market Man, the other a Buyer. The rest of the children are chickens and stoop down in a row and clasp their hands under their knees.

The buyer comes to the market man and asks, “Have you any chickens for sale?” The market man answers, “Yes, plenty. Come and take a look at them.” Then the buyer goes to the different chickens and pretends to test them (trying in every way to make them laugh).

When a chicken is found that appears satisfactory, the market man and the buyer take him by the arm, one on each side, and swing him back and forth three times. Should he stand this test without loosening his own grasp, he is supposed to be all right, and is taken away by the buyer. The game ends when all of the chickens have been tested and sold.

Any chicken that smiles or whose arms give way in the swinging test is counted out of the game.

GAMES WHICH AFFORD LANGUAGE AND MEMORY DRILL

The following are for the most part quiet seat games requiring close attention and quick response on the part of the players. The teacher should insist upon a proper use of language by all participants, and thus combine educational advantages with recreation. In fact one of the best ways of securing interest in language drill is by the use of games, and those given here will suggest others that any teachers can use to advantage.

Several of these games involve a review or quick recall of previously acquired knowledge, and may be varied to cover many topics which the teacher may desire to fix more definitely in the children's minds.

POSTMAN

First Grade

The teacher writes one word that has been a little difficult for the children, as mother, father, dear, pear, does, etc. on a slip of paper for a letter. Have six or eight or enough for every child, and select one child for a postman. The other children "go to sleep" while postman delivers mail. When all letters are delivered, the postman whistles, children wake up, and those who find a letter on the desk run up and read it to the teacher.

"HAVE YOU SEEN MY SHEEP?"

Third Grade

For most of the class this is a quiet, restful play, with an interest dependent on the fact that any child may be called to take an active part at any moment. A child goes out before the others and asks, "Have you seen my sheep?" The boy or girl to whom the question is addressed answers, "Yes," choosing mentally the name of a third schoolmate. "What color is it?" is the next question asked by the one in front, who is trying to find his sheep. Then follow answers such as these: "He has a red necktie and a brown jacket"; or "She has a blue dress and a blue hair ribbon." The owner of the lost sheep guesses who is described, and if his guess is correct tries to catch the wearer of the "red necktie and brown jacket" who runs around the room. If the capture is not made before the one pursued reaches his seat, the same one must be shepherd and hunt lost sheep as before.

ANIMAL GAME

First Grade

The teacher provides herself with a number of toy animals or pictures of domestic animals. Day by day let the children study each one, calling attention to the distinguishing characteristics; as, the rabbit has very long ears, short front legs, long hind legs for leaping; the cat has silky fur, walks noiselessly, purrs; the cow has long horns, gives milk, "moos"; etc. When the children have become familiar with these distinctions, the teacher hides one of the animals or pictures in her lap. Let the children in turn guess which it is by asking questions of characterization, such as: "Has it long ears, and does it leap?" "Does it bark, and is it a good playfellow?" "Does it have a long mane and tail and draw heavy loads?" Upon the teacher's reply, "Yes, it has long ears and it does leap," the child may say, "It is a rabbit," and is given the rabbit to keep until such time as the teacher may specify.

A BLACKBOARD RACE

Third Grade

The blackboard facing the class is divided into as many sections as there are rows of children at their desks, with the number corresponding to each row written at the top.

At a given signal the last child in each row runs forward to his own section at the blackboard, and writes a word suitable to begin a sentence.

As soon as finished he returns to his seat and the child next in front of him runs forward, and writes another word after the first one, to which it must bear some relation. In this way each child in the row adds to the sentence being written by his own row. The last child to go to the blackboard must complete the sentence, and add the punctuation mark.

The points scored are 10 for speed, 10 for writing, 10 for spelling, and 10 for capitalization, grammatical construction and punctuation, the row making the highest score being the victor.

IN THE WOODS

Third Grade

Play that a stroll is taken in woods. One child at a time "runs from the path to see somebody,"—runs into the ante-room. He returns immediately and is asked, "Whom did you see?" He replies, according to fancy, "I saw Middle-sized Bear drinking in the hollow. He was on his way home and I wondered what Goldi-

locks would think of him." The other children may then guess the story he had in mind.

Children enjoy these imagination-plays, and they serve a useful purpose. If a bit of assistance to the childish mind is needed, a list of "characters" to choose from may be written. Children should be acquainted with, and be able to make some little make-believe tale about, "Br'er Rabbit," "Turkey-Lurkey," "Hiawatha's Chicken's," etc.

HIDE AND SEEK

Third Grade

Each pupil writes on a piece of paper his name and the place in the room where he imagines himself hidden. Teacher collects the slips, and after shaking them up and down several times, draws a slip. If it is John's slip, he rises and calls on some one to guess where he is hiding. Three chances are allowed. If John is not behind the stove, in the water pail or in Mary's desk, he calls on some one else to guess. The one giving the correct place gets the next turn in being found.

THE APPRENTICE

Fifth Grade

This is a quiet, sitting game, and is played in turn. The first player begins, "I apprenticed my son to a grocer, and the first thing he sold was C." You may apprentice your son to any trade you wish, naming the initial letter of the first article sold.

So the next player guesses Cocoa. That is not right, so the one sitting next tries Coffee. This proves to be the article in mind, and this player takes the turn and says, e. g., "I apprentice my son to a baker and the first thing he sold was a M. P." "Mince-pie," guesses his neighbor, and continues with a butcher, whose apprentice sells some M. C., which proves to be "mutton chops."

BEAST, BIRD, OR FISH

Fourth Grade

One child stands or sits in front of the rest of the class with a soft ball made by crushing paper or knotting up a handkerchief. This he throws at one of the children, saying quickly, "Beast, bird, or fish—beast," and immediately counts ten. The child who has been hit by the ball must name some beast or bird or fish—according to the class named, before the leader has reached ten. There must not be any repetition of any animal previously named in the game.

Should the child hit by the ball fail to answer, he changes places with the thrower.

GAMES OF NAMES

Second Grade

Primary teachers find it a great help if the pupils can readily read their own, and the names of their classmates. The following game while affording recreation and amusement, seldom fails to train pupils in a short time to recognize the names of all pupils in the room, and at the same time gives a drill in the recognition of sounds.

Let the teacher select a pupil and write his or her name on the blackboard. That pupil comes forward and is blindfolded. The teacher then places a bracket opposite this pupil's name and writes three (or more) names within this bracket, each child as he recognizes his or her name comes up and stands behind the blindfolded one in the order in which the names are written. Then at the word "ready," the first child whose name appears in the bracketed list, says to the one blindfolded:—"Do not peep from out your eye, but just guess now, who am I." The one blindfolded then guesses which child in the room spoke to him, and the teacher, according to his answer, either checks or crosses the right name on the board. The other children then repeat the verse until the three names have been either crossed or checked. Then the blind is removed and the guesser looks to see how well he has done. The children then pass to their seats, the guesser choosing his successor, and the game proceeds as before.

DAYS OF THE WEEK

First Grade

Seven children stand in a row. The teacher and children name them in their order by the names of the days of the week. Then the teacher bounces a ball in front of the row, calling out the name of a day. The one named must catch the ball before it stops bouncing. If he cannot catch it, he sits down. Then another is called. The one who remains standing longest wins the game. The names of the months may be substituted for the days of the week.

I SAW

Second Grade

The children in the first row stand in the aisle beside their desks. The teacher asks the first child, or leader, "What did you see?" The child must make an answer that includes the mention of some physical action which he and his row can imitate.

For instance: "I saw a horse trotting down the street"; and then, followed by his row, he trots round the room and back to his place.

The teacher then calls upon the second row, and so on, until each row has had a turn.

The answers should be as varied and original as possible. The following are suggested:

"I saw a boy flying a kite."

"I saw a lame chicken hopping."

"I saw the farmer sowing wheat."

"I saw a drum-major leading a band."

"I saw an organ grinder."

"I saw a bird flying."

"I saw a girl running."

WEATHER VANE

Third Grade

One child (or the teacher) represents the weather bureau. He stands in front of the other children who stand in the aisles beside their desks, each one representing a weather vane.

The Weather Bureau calls out which way the wind blows, saying, for instance, "The wind blows from the south." "The wind which brings the snow is blowing." "The wind blows from the north." "The wind which brings the rain is blowing," etc. As he calls the children turn quickly toward that point of the compass indicated. Whenever the Weather Bureau calls "Whirlwind," the children spin around quickly four times on the right toe.

For older children, half-way points may be named, as northwest, southeast, etc.

This game, besides offering much sport, serves a useful purpose in familiarizing children with the points of the compass.

THE MAYOR OF KOKOMO

Fourth Grade

Some one stands in front while another numbers each pupil. When all are numbered the one in front says: "The Mayor of Kokomo has lost his cap, do you know where to find it?" and calls some number such as No. 11. If No. 11 can not say "Who, Sir? Me, Sir? No, Sir, Not I, Sir, ask number six, Sir," before the one standing can count ten he must stand and ask the question about the cap of some one. If he says it all before ten is counted No. 6 (or the number called) must try to say it before the one standing can

count ten. Failing, he must take the place of the one standing.

WHAT SIR, ME SIR?

Second Grade

This is a simpler way of playing the game and adapts it to the use of younger children.

Not more than twelve children should play at once. A leader is appointed and the others count around by ones. He then begins:

"Number 8 (or some other number), I heard a story about you," and counts to ten.

Number 8 must reply, "What, Sir, me, Sir?" before he finishes. The dialogue continues:

"Yes, Sir, you, Sir, one, two, three, four," etc.

"No, Sir, not I, Sir."

"Who then, Sir? One, two, three, four."

"Number 6 (or some other number), Sir."

Then the leader says, "Number 6, I heard a story about you," and the same conversation continues. But if the leader gets to ten before any one has said, "What, Sir, me, Sir?" the child failing must take his place.

HOUSEKEEPING GAME

Second Grade

In this game all children imitate the various movements of the leaders.

Jane stands before the class and says: "On Monday I do my washing like this." (Motions of rubbing.) "Helen may come to do my ironing."

Helen: "On Tuesday I do my ironing like this." (Motions of pressing.) "Joseph may come to do my mending."

Joseph: "On Wednesday I do my mending like this." (Motions of sewing.) "Lee may come to do my scrubbing."

Lee: "On Thursday I scrub my floor like this." (Motions of scrubbing floor.) "Kate may come to do my sweeping."

Kate: "On Friday I do my sweeping like this." (Motions of sweeping.) "Ruth may come to do my baking."

Ruth: "On Saturday I stir my cake like this." (Motions of stirring.) "I will go to church with Alice."

Alice: "On Sunday we all go to church like this." (All fold hands and follow Alice around the room to seats.)

SILENT GAME

First Grade

The teacher writes on the board "Run to me, Tom." If Tom isn't watching and ready, his name is erased quickly and another name written. A great variety of directions may follow, such as—"Jump, May," "Hop to the door, John," "Clap your hands, Eddie," "Sing a song, Nellie," "Whistle a tune, Robbie," etc.

THANKSGIVING DINNER

Fifth Grade

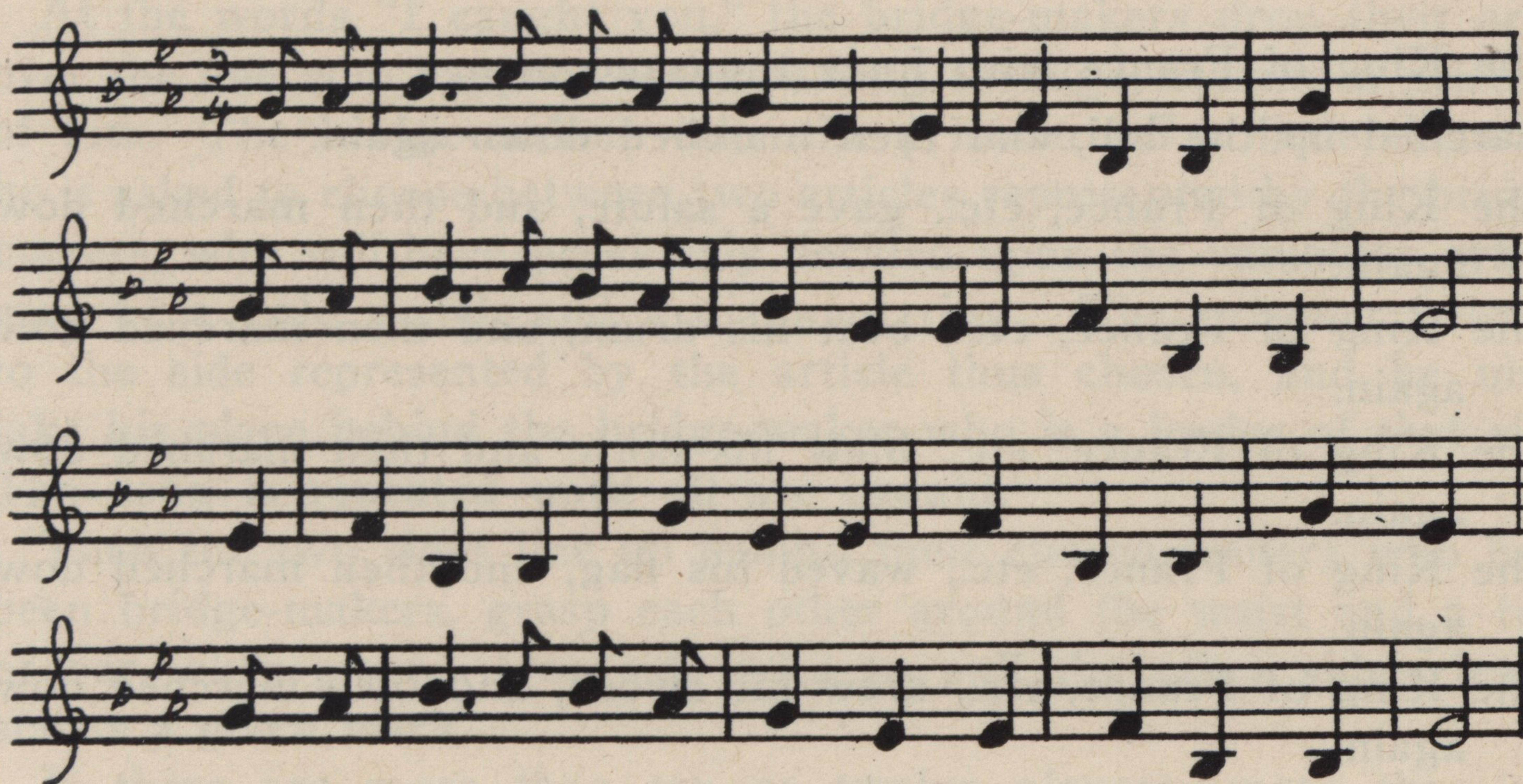
Some one is chosen to tell the story. He gives each player the name of something to be eaten at a Thanksgiving dinner. The players stand while the one who is "It" tells a story about Thanksgiving Day. When one player hears his name mentioned he must turn about once in his place. For instance, if the story-teller should say, "The large turkey was put into the oven," all who are named turkey must turn. When the words, "Thanksgiving dinner" are used, all must turn. This game may be adapted to other holidays.

FAVORITE SINGING GAMES

Children from seven to twelve years of age especially delight in playing singing games. The following games, some of which are very old, are among the most popular and are adapted for either indoor or outdoor use. Girls will enjoy them on the playground better than some of the rougher and more active games.

"DID YOU EVER SEE A LASSIE?"

The children stand in the aisles. One takes his place before the class, and at the proper time, goes through some motion, which the children imitate in the rhythm of the song.



Did you ever see a lassie, a lassie, a lassie,
Did you ever see a lassie do this way and that?
Do this way and that way, do this way and that way,
Did you ever see a lassie do this way and that?

Activities suggested: Bowing, alternating to right and left; swinging folded arms in front of the body as if rocking a doll; motion as if waving a flag; rocking-horse; one foot a step forward, hands holding reins, sway forward and back changing the weight from one foot to the other, etc.; original suggestions are often very good.

Note: "Laddie" is sung if a little boy is leader.

THE KING OF FRANCE

The children stand in the aisles of the room with a chosen leader for each file. In turn, the leaders march forward three steps, singing, and at the proper time giving the gestures of the verse. When the leaders have returned to places, the whole class repeats the verse that has been sung, and with the leaders marches forward three steps and back. The advance should be begun with the words "forty thousand."



The King of France with forty thousand men,
Marched up the hill, and then marched down again.

The King of France, etc., gave a salute, and then marched down again.

The King of France, etc., beat his drum, and then marched down again.

The King of France, etc., blew his horn, and then marched down again.

The King of France, etc., waved his flag, and then marched down again.

The King of France, etc., drew his sword, and then marched down again.

The King of France, etc., shot his gun, and then marched down again.

The King of France, etc., shouldered arms, and then marched down again.

Other than the military imitations may be used when these are exhausted.

LONDON BRIDGE

Two taller children are chosen to make the bridge. They join hands and, holding them high, form an arch. The other children form a single line, each one taking hold of the dress or coat of the one in front. They pass under the arch while the two forming the bridge sing the song as written on next page.



London bridge is falling down,
Falling down, falling down,
London bridge is falling down,
My fair lady!
I caught one, I caught two,
I caught many, and I caught you.

At the words "I caught you," the bridge-makers drop their arms over the one who happens to be passing through, making a prisoner of him. The bridge-makers take the prisoner off a little distance, he is asked to choose between two articles represented by the bridge-makers, who will have previously decided upon the valuables, which may be a gold watch and a diamond ring. The prisoner belongs to the side represented by the article thus chosen, and he must take his place behind the bridge-maker who is a leader of that side. The song is repeated until all are caught.

Then the two sides line up behind their chosen leaders who have been bridge-makers, grasp each other around the waist and a tug-of-war takes place. One side tries to pull the other side's leader across a given mark.

If there are more than ten or twelve players, more than one bridge may be formed, thus allowing the prisoners to be caught sooner. When all have been caught they join forces and make a long tug-of-war line.

Additional verses sometimes used are:

Build it up with iron bars.
Iron bars will bend and break.
Build it up with silver and gold.
Gold and silver thieves may steal.
Get a man to watch all night.
Suppose the man should fall asleep.
Get a dog to bark all night.
Etc., etc.

YANKEE DOODLE

(A Variation of "London Bridge.")

Two children stand holding up their hands so as to form a bridge for the rest to pass under, one by one, as they sing:

"Yankee Doodle came to town
Riding on a pony,
Stuck a feather in his cap
And called him macaroni!
Yankee Doodle, ha! ha! ha!
Yankee Doodle Dandy!
Yankee Doodle, doodle-do!
Now we have you handy!"

At the last word the bridge builders bring their arms down on the shoulders of the one who happens to be passing at that time, and keep him a prisoner. The captive is then asked whether he will be English or American. Thus the game proceeds until all have, one by one, been caught, and have chosen the country they will fight for. Then comes the tug of war, and the side which succeeds in pulling the other out of its position wins.

CATCH A PARTNER

Another game to the tune of Yankee Doodle is played as follows: A double circle is formed, each child holding his partner's hand, with the exception of the odd one in the middle of the ring, who marches about without a partner. The circle moves forward, the players skipping, walking or running as directed while they sing the following verse.

"Yankee Doodle came to town, riding on a pony,
Stuck a feather in his cap, and called him macaroni.
Yankee Doodle, ha! ha! ha! Yankee Doodle Dandy,
Yankee Doodle, Doodle-do! Catch a partner handy."

On the word "catch" in the last line, each player drops his partner's hand, and the inner one crosses the circle to find a new partner, taking his place in the outer circle. While this change of partners is in progress the child in the middle secures a partner. The player without a partner takes his place in the middle, and the game begins again.

ROUND AND ROUND THE VILLAGE

The players form a circle with clasped hands, representing the houses of a village. One player is left out of the circle, and dances

around the outside of the ring while the first verse is being sung.



1. Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.
2. Go in and out the windows.
3. Now stand and face your partner.
4. Now follow me to London.

During the second verse the players elevate the clasped hands to represent windows. The outside player winds in and out until he has completed the circle, trying to get around by the time the verse is finished. As the third verse is sung he enters the circle and chooses a partner. The two then dance around the circle while the verse "Follow me to London" is being sung. At the end of the verse they return to the center of the circle, where they bow and part, the first player returning to the circle and the second player running around the outside of the village. Where a large number is playing, several players may be chosen to go around the outside.

BLUEBIRD

The children in the circle drop hands. A graceful and competent leader is chosen to be the bluebird. He runs about, in and out among the children, as they sing:



Bluebird, bluebird through my window,
Bluebird, bluebird through my window,
Bluebird, bluebird through my window.
O bluebird!

Then the bluebird taps gently on some child's shoulder as the others sing:

Take, oh, take, some little $\left\{ \begin{array}{l} \text{child} \\ \text{children} \end{array} \right.$ (Repeat three times)

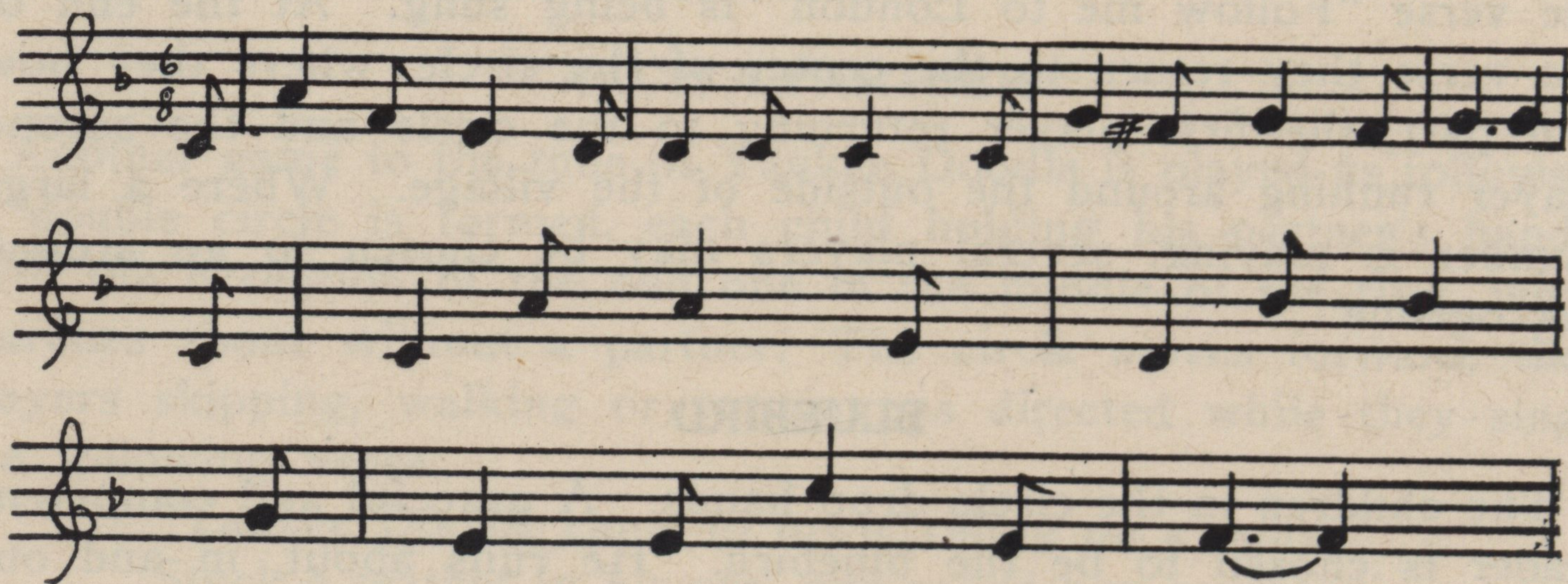
Tap $\left\{ \begin{array}{l} \text{him} \\ \text{them} \end{array} \right.$ on the shoulder. (Repeat three times)

Then both fly about, with the leader ahead, while the first part of the singing is repeated. They then choose two others to be tapped. Each time all the other bluebirds fly behind the leader. As the line lengthens the refrain may be repeated each time.

The game should not be continued so long that there are no windows left, but should stop with sixteen unless there are more than thirty-two children.

RING AROUND A ROSY

The players form a circle about one child, who stands in the center and represents the queen. They all join hands and dance around while singing the first verse.



A ring around a rosy sweet,
We dearly love to make,
Then gaily skip, with flying feet,
While curls and ribbons shake.

As the second verse is sung the circle remains standing still while one child, previously chosen, skips about within the circle, touching various children who step forward and form an inner circle.

Now I choose a fairy sweet,
To dance around our queen,
To skip around with gladsome feet,
The dearest ever seen.

The two circles dance around the queen, circling in opposite directions, while the third verse is sung.

So dance the tiny fairies light,
Around their dainty queen.
They circle left, they circle right,
Upon the moonlit green.

At the close of the singing, the two circles again unite, the queen selects another child to be fairy leader and returns to the circle. The previous fairy leader becomes the queen for the next round.

THE FARMER IN THE DELL

Any number can play this game. The children choose one from their number to be the farmer. The other children form a circle around him and, dancing around, sing the song as given here.



1. The farmer in the dell,
The farmer in the dell,
Heigh, oh! the dairy, oh!
The farmer in the dell.
2. The farmer takes a wife,
The farmer takes a wife,
Heigh, oh! the dairy, oh!
The farmer takes a wife.
3. The wife takes the child, etc.
4. The child takes the nurse, etc.
5. The nurse takes the dog, etc.
6. The dog takes the cat, etc.
7. The cat takes the rat, etc.
8. The rat takes the cheese, etc.
9. The cheese stands alone, etc.

When the words "The farmer takes a wife" are sung, the farmer points to some child in the circle and that child leaves the circle and stands beside the farmer. At the words, "The wife takes the child," this child points to some other child in the circle and this child takes his stand beside the wife. In turn, the child chooses a

nurse, the nurse a dog, etc. At the words "The cheese stands alone," the children within the circle all run back to the circle, leaving the last child chosen as the cheese standing alone in the center. If the game is repeated this child becomes the farmer.

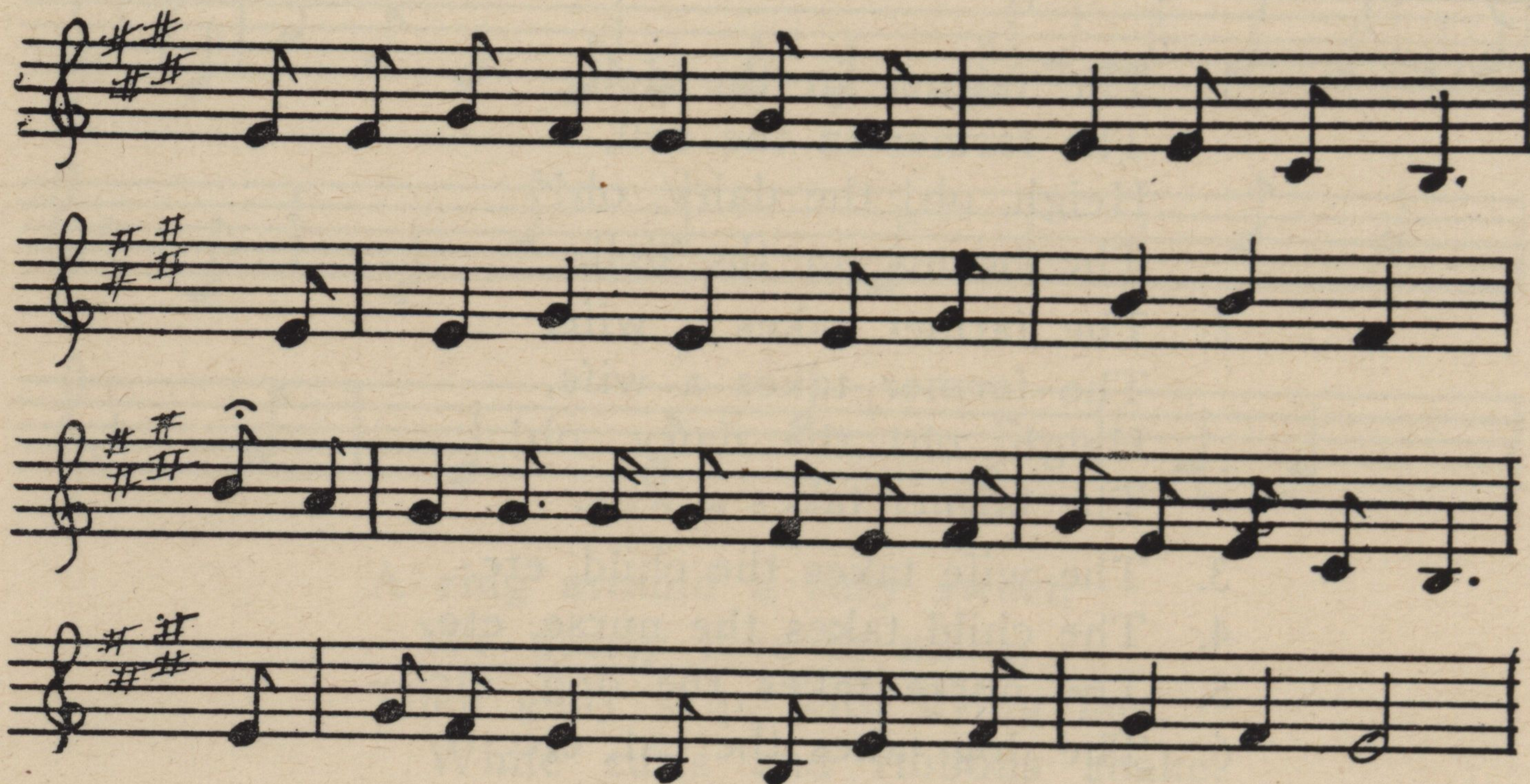
VARIATIONS:

1. The game may be ended in this way: after the children sing, "The cat takes the rat," they continue with, "The cat chases the rat," and during the rest of the verse the farmer's family join the circle. When the verse is finished the cat chases the rat in and out and around the circle of children who keep their hands tightly clasped, and by raising and lowering them try to help the rat and hinder the cat.

2. The last verse may be, "We'll all chase the rat," who breaks through the ring, and is followed by all the players eager to catch him. If one succeeds he is the next farmer. This variation is especially good for outdoor play.

THE MILLER

The children form a double circle, and, marching in pairs around the miller, who stands in the center, repeat or sing the following:



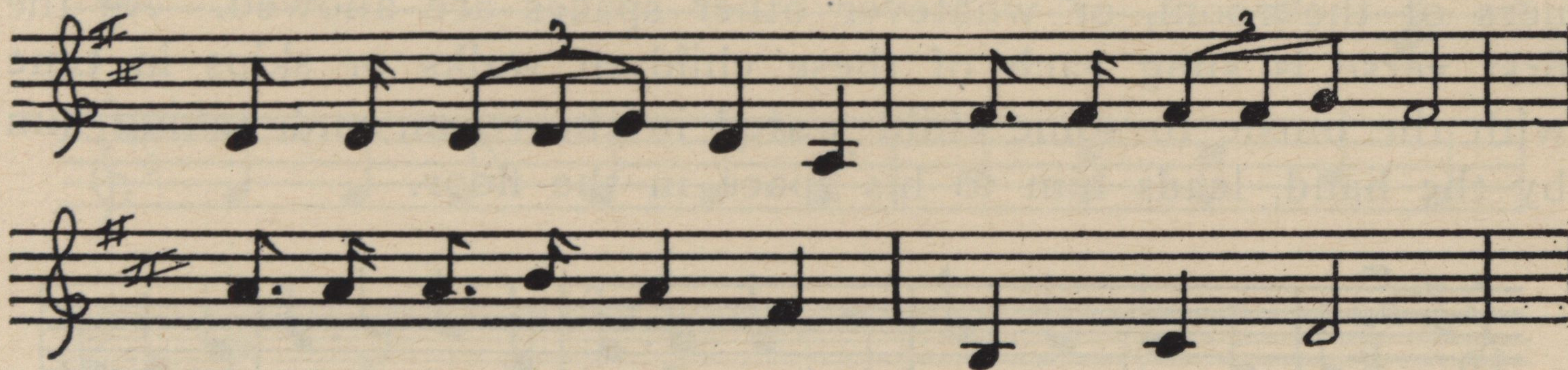
Happy is the miller who lives by the mill.
The wheel goes around with a right good will;
With a hand in the hopper and the other in the sack,
The right steps forward and the left steps back.

At the words "right steps forward and the left steps back," the children change position accordingly. The miller watches his chance to get a partner. Should he succeed in doing so, the one necessarily

without a partner must take the place of the miller, and the game proceeds as before.

CHARLEY OVER THE WATER

One player is chosen to be Charley, and if there be more than twenty players there should be two Charleys, to make the action more rapid. Charley stands in the center; the other players join hands in a circle about him and dance around singing the following rhyme:—



“Charley over the water,
Charley over the sea,
Charley catch a blackbird,
Can’t catch me.”

As the last word is said, the players stoop, and Charley tries to tag them before they can get into that position. Should he succeed, the player tagged changes places with Charley.

THREADING MY GRANDMOTHER’S NEEDLE

The children take hold of hands in one long line. The two children on the extreme left then sing:



“Grandmother’s eyes are grown so dim
Her needle she can’t fill.”

The two at the right, or other extreme end of the line, chant in reply:

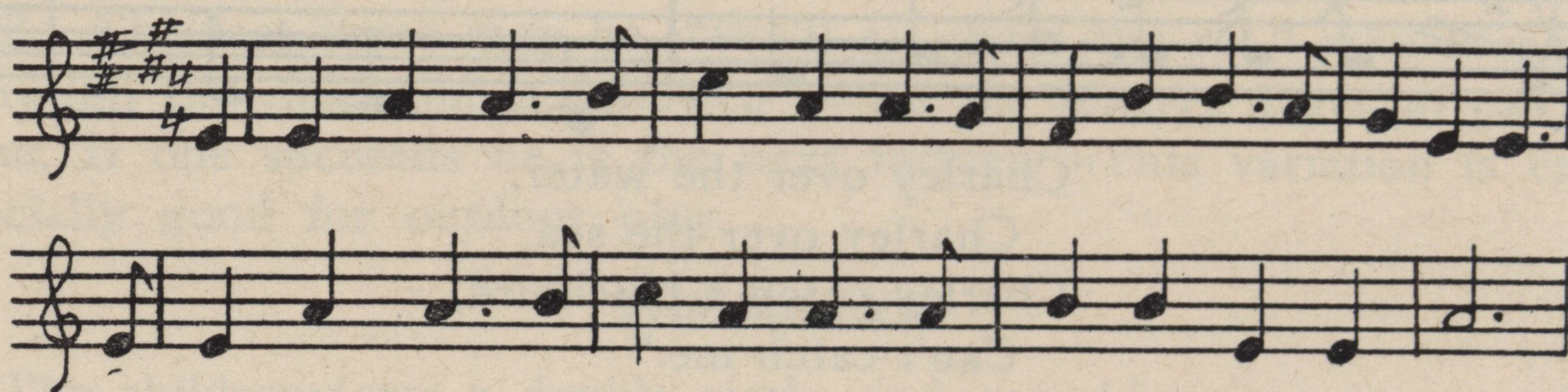
“Our eyes are very bright and good;
Thread it for her we will.”

Then the first two singers, still holding hands, form the needle’s eye by raising their arms very high, and the last two singers dart

under them and stand at the left of the needle's eye, the whole line twisting through and lining up beside them, having the two who have formed the needle's eye standing on the right. They then lower their arms and the rhyme is begun again by the two on the left. The song may be repeated by the entire line while passing through the needle's eye.

THE MUFFIN MAN

Four or five children are selected to take places in the four corners of the room, or whatever other spaces are allowed. As the first verse is sung each of these children walks or skips in time with the music to some child seated in the room, and, taking him by the hand, leads him to his space in the floor.



O, do you know the muffin man,
The muffin man, the muffin man,
O, do you know the muffin man,
That lives in Drury Lane?

After the first verse has been sung and the children chosen, the second verse, "Oh, yes, I know the Muffin Man," is sung while the two are marching from the seats to the space in the floor.

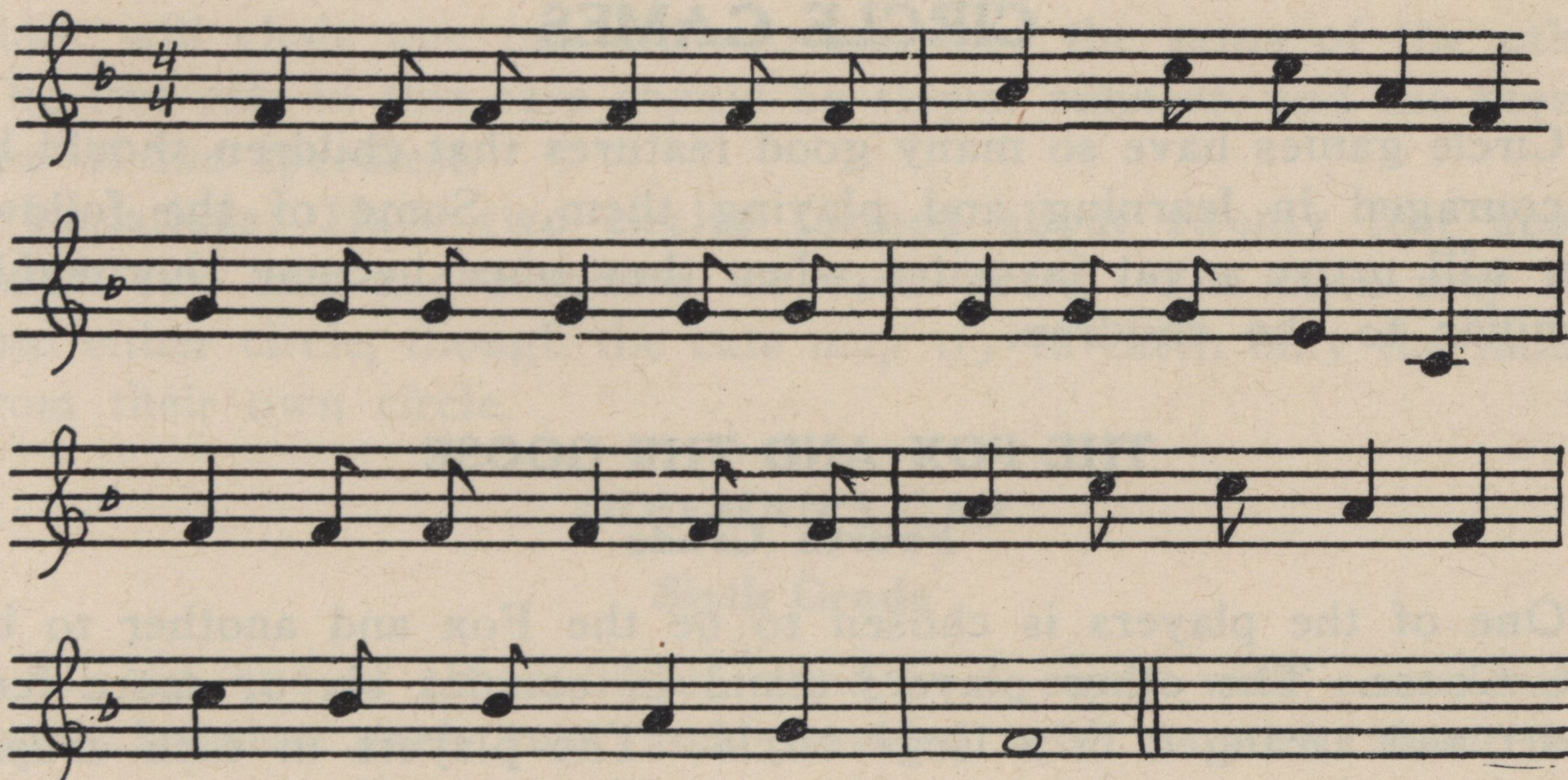
The little groups of two then join both hands and dance around in a circle singing, "Two of us know the Muffin Man," etc.

The game continues, one child after another being chosen until all have joined some group or other. Finally one large circle is formed around the room, and they dance, singing: "All of us know the Muffin Man," etc.

TEN LITTLE INDIANS

While the children are singing the following song, ten little ones, chosen to be Indians, come one by one hopping, Indian fashion, or stealing quietly along, from outside the room, and stand in a row. The class repeats the music, by humming or in other ways, and meantime the ten Indians imitate a war dance around the fire, pretend to shoot with their bows and arrows, listen with ears close to the ground for the approach of the white men, or go through other

characteristic motions. Finally when the last verse is sung, the Indians disappear one by one as they entered. The children will often suggest the action used.



"One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys."

"Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy."

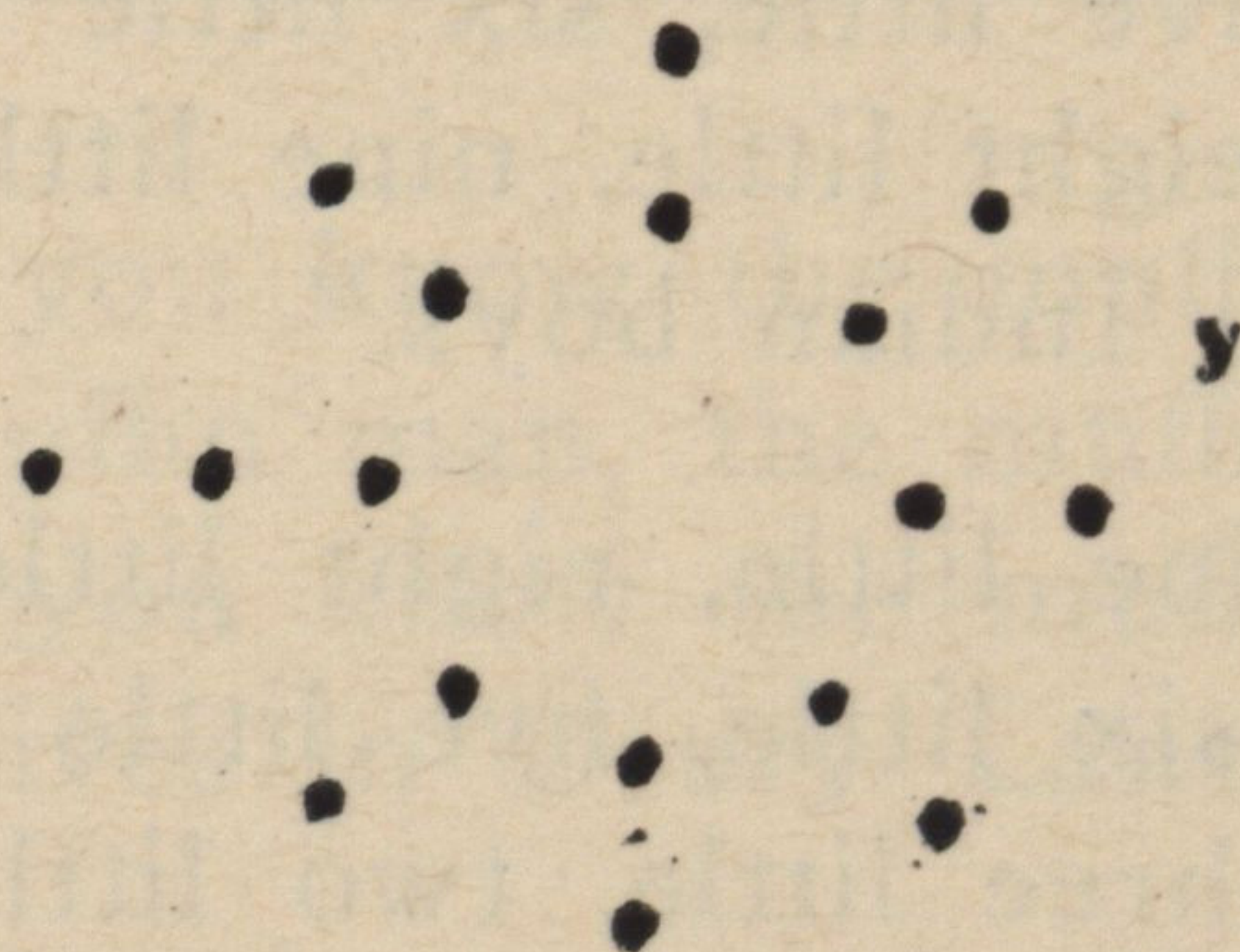
CIRCLE GAMES

Circle games have so many good features that children should be encouraged in learning and playing them. Some of the following will prove great favorites when they once become thoroughly familiar to the children.

THE FOX AND THE GOOSE

Fourth Grade

One of the players is chosen to be the Fox and another to be the Goose. The other players stand in couples six or more feet apart and arranged in a large circle. The players in each couple stand one directly behind the other, facing toward the center of the circle, thus:



The Fox, stands outside of the circle a short distance away, and is on no account allowed to go within it. It is the object of the Fox to touch or tag the Goose, but when he attempts this she darts into the circle and takes a place before one of the others. Then the third one, who is thus left on the outside, becomes the Goose, and she likewise slips into the circle, and takes her place in front of another. The Fox is thus led from point to point in the circle, for he must always aim at one who forms the outside of the row of three.

Anyone caught changes places with the Fox.

CAT AND MOUSE

Second Grade

A circle is formed, and the player selected to be the mouse stands outside. The object of the game is for the cat to catch the mouse. The circle assists the mouse by letting her out or in the

circle at any time, but the cat is hindered as much as possible, tightly clasped hands forming the obstacle. When the game is well learned, much interest is added by having two cats and one mouse. This makes the game more amusing, as the mouse, if not very alert, will elude one cat, only to run into the arms of the other. The two cats in this case should be slower runners, and the mouse one of the speediest.

Variations: Have two circles formed about twenty feet apart. Select two cats and a mouse for each circle. The mice may run into either circle, though the cats may try to catch only the mouse from their own circle.

ODD MAN'S CAP

Sixth Grade

All but one of the children stand in a circle with considerable space between each two, and provided with a stick about two feet in length. The Odd Man stands in the center and tosses his cap toward the circle. The other children endeavor to catch it on their sticks and keep it moving from one to another, so as to evade the Odd Man, who tries, with his own stick, to recover his cap. Should he succeed, he changes places with the one from whom he recovered his property.

A dropped cap must be picked up by hand and tossed in the air again, for it can be captured only by means of a stick.

The children in the circle must not move a step from where they stand and must keep their sticks upright in the air.

An old stiff hat, a derby for example, that will keep spread wide open, is best for the game.

KNAVE IN THE GARDEN

Fifth Grade

All but two of the players form a circle, joining hands. The space enclosed is the garden, and in this one of the odd players takes his stand as the Knave. The second of the two odd players is stationed outside as the Gardener. The Gardener calls to the Knave, "You are in my garden," and the Knave replies, "Put me out," and immediately starts to run away. The Gardener must attempt to put the Knave out by tagging him, but must follow the exact path taken by the Knave, and must perform every action, such as running in and out between the clasped hands of the players, doubling back on his path, turning somersaults, hopping on one foot or any other device he may invent. If tagged the Knave

becomes Gardener, the Gardener takes his place in the ring and the new Gardener chooses another Knave. Should the Gardener fail to do as the Knave does, in every event, he must rejoin the circle and allow the Knave to choose a new Gardener.

HANDS UP

Second Grade

Players are formed in a circle, each holding up his hands. A child in the center tries to touch one of the pairs of hands before their owner can drop them. When dropped they are quickly raised again for the play to continue, and the child whose hands are touched changes places with the one in the center.

CIRCLE RACE

Sixth Grade

The players stand in a circle a considerable distance apart and face around in single file in the same direction. At a signal all start to run, following the general outline of the circle, but each trying to pass on the outside the player next in front of him, tagging him as he passes. Any player passed in this way drops out of the race. The last player wins. At a signal from a leader, the circle faces about and runs in the opposite direction. As this reverses the relative position of runners who are losing or gaining ground, it is a feature that may be used by a judicious leader to add much merriment and zest to the game.

BASTE THE BEAR

Fifth Grade

One child is selected to be the Bear, and he chooses another child to act as his keeper. The Bear, with a cord or rope tied around his waist, takes his place crouching on hands and knees, the keeper holding the further end of the rope.

The other children stand around in a circle, enclosing these two, their object being to tag (baste) the Bear, without being themselves tagged by the Bear or his keeper, who can not go more than two steps away from the Bear in any direction.

The Bear may only be attacked when the keeper calls, "My Bear is free!" If anyone strikes at the Bear before the keeper says this, he must drop out of the game. Anyone the Bear or his keeper succeeds in tagging has to change places with the Bear. Every Bear has the right to select his own keeper.

HOPPING TOADS

Fourth Grade

The toads form a circle and join hands. One toad stands in the center with a cord about the length of the radius of the circle. On the end of this cord is securely tied a bean bag. The center toad swings the cord in a small circle, keeping it close to the ground, he gradually enlarges the circle until the bag becomes in line with the feet of the toads in the big circle, who must jump to avoid being hit by the bag. Whichever toad is unfortunate enough to be hit must exchange places with the center player.

MASTER OF THE RING

Seventh Grade

A circle is drawn on the ground. The players stand shoulder to shoulder inside the circle with arms folded either on the chest or behind the back. The play starts on a signal, and consists in trying to push with the shoulders one's neighbor out of the circle. Those forced outside the circle retire from the game. Any player who unfolds his arms or falls down is also out of the game. The master of the ring is he who in the end vanquishes all of the others.

RUTH AND JACOB

Third Grade

All of the players but two form a circle and clasp hands. The two odd players are placed in the center, Jacob being blindfolded. The object of the game is for Jacob to catch Ruth by the sound of her voice. She must do all in her power to avoid being caught. Jacob begins the game by calling, "Ruth," and Ruth answers by saying, "Jacob." She then runs to some other part of the circle. They keep calling and answering until Ruth is caught; then Jacob returns to the ring. Ruth is blindfolded and chooses a new Jacob.

GOAL GAMES

Goal games not only afford an abundance of healthful activity, but develop sustained alertness, prompt decision and quick action. Children like their harmless hazards, their opportunities for daring and their openings for helpful interference in aid of a comrade.

POM POM PULLAWAY

Fourth Grade

This game is played between two lines of goals thirty to fifty feet apart. All the players except the one who is "It" are assembled back of one of the lines, "It" being in the middle space. When "It" calls "Pom Pom Pullaway," all the others run from one goal to the other, "It" endeavoring to tag as many as possible, while they are between the lines. Those tagged join in tagging the others the next time, and so on until all are captured. The first one captured becomes "It" for the next game.

In a variation of the game "It" calls out the name of a single player in this fashion,

"John Smith, Pom Pom Pullaway!
Come away, or I'll fetch you away!"

Whereupon the player named must run across the open space to safety on the other line, unless tagged by "It" before he reaches it. If he gets over in safety, he remains there until all of his comrades have joined him or been caught. Anyone caught by "It" joins him in endeavoring to catch the other players as they cross the open space.

HILL DILL

Third Grade

Two parallel boundary lines are drawn from thirty to fifty feet apart. One player is chosen to be "It," and stands in the center. The other players stand in two equal parties beyond the boundary lines, one party on each side. The center player calls out, "Hill Dill, come over the hill; Or else I'll catch you standing still!" The other players then exchange goals, and as they run across the open space the "It" tries to tag them. Any who are tagged then assist him in tagging the others.

BLACK AND RED

Sixth Grade

From twenty to sixty players may participate. The players form two files of equal numbers, each side having a goal some feet from them. One line is called Red and the other Black. The teacher or one of the players is leader. The leader calls Red, and immediately the players known by that name run for their goal pursued by the Blacks, who endeavor to tag them. A child who is tagged becomes Black. Should Black be called, the Blacks run for their goal followed by the Reds, and those tagged join the Reds. The line having the largest number of players at the end of a given time wins.

BROWNIES AND FAIRIES

Second Grade

A variation of Black and Red, enjoyed by the younger children. Two goals twenty to thirty feet apart; the players in two equal groups stand in the goals. One group (fairies) turn backs while the others (brownies) creep up as quietly as possible. One fairy is watching and when they are near calls, "Look out for the brownies." The fairies then chase the brownies to their goal and tag as many as they can. All who are caught are fairies. Then brownies turn backs and fairies come up quietly, etc. The side having greatest number at end of time wins.

STEAL STICKS

Fourth Grade

Draw a line through the center of the playground and locate a base on each side. Choose sides and place six children, who are called sticks, on each base. The other players on each side are runners, and venture into the territory of the other side as often and as far as they dare. A tag captures any player who is in the enemy's territory unless he has touched (or captured) one of the sticks on their base, or one of his side who has been caught and placed there. He may then escort him to his home base without either player being tagged. When caught by being tagged on the enemy's territory, he becomes one of the enemy's sticks until rescued by some one from his own side. When one side has captured all the enemy's sticks and has no men in captivity, the side wins and the game is ended.

PRISONER'S BASE

Third Grade

Two bases or homes are marked out opposite each other at some distance, and near each is a smaller base called a prison. Two captains are chosen, and they make up their respective sides by selecting alternately until all have been chosen. From five to twenty children may guard each side.

The game begins by one side sending out a man toward the enemy's ground. He approaches as near as he dares, until one from the other side starts in pursuit of him, when he runs for home. If his pursuer touches him before he reaches there, he must go to the prison of the side that captures him, to remain until freed by one of his own side.

But the pursuing man is himself subject to capture if one of the opposite side who has left his base later touches him, for one may only touch that opponent who has left after him. When one has made a capture he can not be touched until he has returned home and made a fresh sally.

A prisoner may be delivered by one of his own side who can run the gauntlet of the enemy and return home untouched. The game is over when one side makes prisoners of all its opponents, or when a free man enters the opponents' prison; but this last may be done only when there is no prisoner there.

PRISON GOAL

Fourth Grade

Place a jumping standard or larger object as goal at each end of the playground, some distance from the wall. Mark off a prison on one side equally distant from the goals. Appoint two captains, who choose sides. The captain appoints some as runners, some as goal guarders. The object of the game is to circle around the opponent's goal, and to return to the home goal without being tagged by a guarder of the opposite side. Each successful run scores one. A player may be tagged at any time when he is not touching his own goal. Each person tagged must go to prison, and remain there until freed by being tagged by a runner of his own side. The player freed and the one who touched him cannot be tagged while returning from the prison. Each prisoner after being freed must touch his own goal before he may play again. The side having the largest score wins.

STEEPLE CHASE

Fifth Grade

A goal is marked off at each end of the playground and the standard is placed between them, rather nearer one goal than the other. The handkerchief is hung on the top of the standard. Half the players stand in one goal, half in the other. One in each goal stands with his toe on the line of the goal; and at the word "Start!" called by the umpire, the player from the goal nearer the standard runs, takes the handkerchief, and tries to return to his goal before the one running from the opposite side can touch him. If he is successful, both players stay in the nearer goal; if not, both go to the farther one. The game is won by the side that brings all the players into its goal. The right distance for the standard from the nearer goal will depend on the skill of the players, and must be changed to suit different classes.

BEARS AND CATTLE

Fifth Grade

Two "barns" are marked, one each on the side lines of the field of play. A "den" is marked midway between these barns but on the other side of the field.

One player is "bear" and stands in his den. All the other players are "cattle" and take their places in the barns, about half the players in each barn.

Upon a given signal the cattle must cross over to the other barn, and while they are changing, the bear runs out of his den and tags as many cattle as possible. He should be careful to tag first a good lively "steer." All tagged cattle return with the bear to his den and now become bears. The bears must now form a line by joining hands; the old bear and the first one tagged must take the ends of the line, and these two alone may tag during the subsequent chase. All newly tagged bears must join the line anywhere between the two end bears.

A signal must be given for each new chase. The bears may only chase in an unbroken line. If during a chase the line breaks, all cattle tagged during that chase are free again, and the cattle must drive the bears back to their den.

The last of the cattle caught becomes bear in the next game.

RACES AND CONTESTS

Races, relays and contests are especially valuable in developing the team or community feeling. Each player has the consciousness that success or failure for the team may depend upon his individual effort, and he is responsible, not only to himself but to each member of his team for the manner in which he acquits himself.

A SPRINT

A sprint may be twenty, thirty or fifty yards or more. If all grades line up together, those under ten run their race in thirty yards while those over ten run fifty yards. Each group runs for time rather than for first place.

The group may start with those under ten on the line, those twelve years old two yards back, and those fourteen years old three yards back, all starting at the same time.

CROW RACE

First Grade

The children start at a line. Each stoops and clasps his hands about his ankles. In this position they start at a signal and may either hop or walk, racing to the finish line. Anyone removing hands from the ankles must drop out.

WHEELBARROW RACE

Third Grade

The players form in a double rank. The first rank place hands on ground on count one, the second rank grasp ankles of first rank and lift on count two. On count three, the first rank walk on hands to a certain line and return. Those holding the handles of the wheelbarrow must not push, but let the wheelbarrow set his own pace, or he will fall on his nose and the race will be lost. The wheelbarrow returning first with no mishaps wins the race.

CHARIOT RACE

Fourth Grade

The players form one long rank and groups of three cross hands. The two outside players in each group reaching across their bodies,

grasp each a hand of the middle player, joining their other hands across the middle player, the group thus forming a unit or "Chariot." On the command "Go!" they run by threes to a certain goal, decided upon, and return to the starting line. The group returning first wins the race.

TAG THE WALL RELAY RACE

Fourth Grade

The players are divided into four, five, or six equal teams, or captains are appointed to choose teams.

A line is marked parallel to a wall or fence thirty to fifty feet from the wall. Mark on the wall, opposite each team the number of the team. This number will be the spot the runners have to tag. If there is no wall or fence at one end of the field of play, stretch a rope or place some objects, like planks or boxes, to represent the wall.

The teams, in file formation, and with six or eight feet distance between each team, line up behind the thirty-foot line. At the word "Go," the first runner of each team crosses the line, runs as fast as possible to the wall, touches the wall, returns, tags the next member of the team, and takes his position close behind the last runner of his team.

The second runner, as soon as tagged, runs in the same manner as the first, and so on, every member of each team running as soon as tagged. The race is finished as soon as the last runner has tagged the first runner. The team first finishing wins the race.

Heats may be run as follows:

First Heat—Running to the wall and tagging wall with right hand, returning on left side of team and tagging the next runner with left hand.

Second Heat—Tagging wall with left hand, returning on right side of team and tagging next runner with right hand.

Third Heat—Same as first, but walking.

Fourth Heat—Same as second, but skipping.

Fifth Heat—Running on hands and feet (rabbit race).

INDIAN CLUB RELAY

Fifth Grade

Players are arranged in two lines. Any even number may play. A line is drawn for the starting point, and six feet in advance of

this and directly in front of each line of players an oblong two feet by three feet is drawn. In the middle of each of these oblongs an Indian club is stood. No. 1 player in each line also has an Indian club.

At a signal, No. 1 from each line turns outward, runs to the back and around the two groups of players to the oblong in front of the other line. He takes the club from the oblong, places the club he started with in its place, and carries the other to the No. 2 boy in his line, who has stepped up to the starting line. No. 2 now continues the game, No. 1 going to end of line, down the inside of the lines. The runner in changing clubs must be sure to leave the club in oblong standing. If not, he must stand it upright before he carries the other one to the next player. The side in which every player has run and the last player given the club back to the starter, who has at this time progressed again to the front of his line, wins the game.

Four lines can be played at the same time, the 3rd and 4th lines making a group which runs and passes the clubs in the same manner as lines 1 and 2.

TUG OF WAR

Fifth Grade

This is a game requiring strength and skill combined with judgment.

Two children are selected to act as captains, and to officer the respective sides. They alternately select their men, after having tossed for the first chance. Any reasonable number may join in the game, but the number most convenient, perhaps, is sixteen, divided into eight on a side.

A short line is drawn and a rope placed across it, one-half being on one side of the line and the other half on the other side. The captains then take their places opposite to each other, alongside the rope, with their men behind them in Indian file, each about a yard apart, and all lift the rope with their right hands, the foremost man (generally the captain) on each side being about a yard and a half from the dividing line. A secure foothold is to be obtained by all, and upon the words, "One, two, three, ready, pull," given by an umpire each side does all that strength and skill can do to pull its opponents over the line.

If a child is pulled across the line he becomes a prisoner and retires. The game is then continued until one side or the other is victorious and has made prisoners of all its opponents.

A WADING CONTEST

Third Grade

Where a small stream or pool is available this and the following game are specially liked by boys.

Half the players on one side of the creek and half on the other. On "Go!" each side wades across to the other side and the entire side arriving first scores eight points. Returning, they score in the same way.

WATER BALL

Third Grade

Use old tennis balls or light rubber balls, either of which will float on the water and is easily rescued. Players are stationed about eight feet apart in the pool or stream. One player has the ball. On "Go!" he throws it to any player he chooses; if that player catches the ball before it touches water, he scores five points for himself. If he fails and some other player gets it while it is in the air, that player scores five points. If no one catches it and it touches water, the player who threw it scores five points and throws it again. If the other player caught it, he throws it the next time. A game is twenty-five points. It is great fun if played fast.

PYRAMID BUILDING

Sixth Grade

One form of recreation which the boys love and which brings with it many points of value is pyramid building. It differs from general mass work in that every fellow has his place and position.

There may be ten different positions in a simple pyramid. Those taking part must judge distance and form, remembering that their part of the whole differs from all the others. The pyramids are unlimited in numbers and forms. There may be 150 or 200 boys and girls used in one grouping, or three persons can form one. Build in a curve rather than a straight line and plan a high center or two high groups, one on either side.

1. March to place.
2. Those who go down on knees take position.
3. Those who stand on backs of others or stand on shoulders.
4. Those who swing up.
5. Balance.

A splendid drill for rapid response. A pyramid can be built the first time in three minutes, the second time in two minutes, and the third time in one minute.

GAMES WITH BEAN BAGS

Bean bag games are strongly recommended for playground use. The bean bags are inexpensive, or may easily be made, the home-made article being quite as satisfactory as the boughten one.

They may be used in a great variety of games adapted to children of all ages. They are harmless and afford excellent and varied muscular exercise without the possibility of overexertion.

It is well to make up a set half in blue and half in khaki-colored denim to distinguish the bags used by two teams in relay or contest games.

BEAN BAGS OVER THE HEAD

First Grade

One player is chosen to throw the bean bag. He stands in front of the other players with his back to them, takes the bean bag and tosses it over his head with both hands. Each player tries to catch it. The one who is successful next throws the bag.

BEAN BAGS IN A CIRCLE

Second Grade

The players form a circle, standing several feet apart. The bean bags are distributed at equal distances. Each player who holds a bag turns and tosses it to his next neighbor to the right, and instantly faces his neighbor to the left, ready to receive the next bag. All the bags should be in motion at once. If desired, a forfeit may be required of the one who fails to catch a bag, or he may drop out of the circle. Balls may be used in place of bean bags, and the game made more difficult by having them of various sizes.

HUNT THE BAGS

Third Grade

The players may all be in one group, or they may choose sides with captains, and work to see which side will score the higher. From eight to twelve bean bags will be needed for the game. All close their eyes but the leader, and he tosses the bags in all directions as far as he can. Then he calls, " Hunt the bags," and everyone goes on a hunt. One point is scored for every bag found. When the players form a single group, the play is for individual point, the one finding the largest number of bags being the winner.

BEAN BAG CONTEST

Second Grade

Bean bags and two flat pans about fifteen inches in diameter are necessary for the game. Waste baskets will do, but make the game slightly more difficult. The players are divided into two equal parties. The sides form in line, and each leader toes the starting line. The pans are placed about ten feet from the starting line, one pan opposite each line. Then one of the leaders is given five bean bags, which he is to toss one after the other, trying to land them in the pan. Each one that goes into the pan scores one point for his line. When the leader has thrown all of his bags, he runs and gets them and hands them to the second in his line, who moves up to the starting line and throws them, while the leader takes his place at the rear of the line. The play continues in this way until all in the line have had a turn. Then the other side takes the bags and in the same manner tries its skill in throwing. The side making the higher score wins.

The two teams may each be provided with a set of bags and play simultaneously, by having two scorers chosen to mark the points made. In this form of the game, the side finishing first scores an additional ten points.

The game may be varied by permitting players from the two sides to alternate.

BEAN BAG RELAY

The players are in files, an equal number in each file. The first one in each row has a bag. On "Go" the bag is passed down the line, each one handling it; when the end of the row is reached the last one touches goal (wherever that is placed), runs to the head of his row and passes it again. The side finishing first wins the game.

The bags may be passed between the legs or overhead, or at the side; using only the left hand or only the right hand, and the interest thus maintained for a number of rounds.

SNATCH THE BEAN BAG

The players are divided into two equal groups in the usual way. Two parallel lines are drawn on the ground about fifty feet apart. At a point half way between these lines a flat-topped stake is driven into the ground and on top of it a bean bag is placed.

Each group of players is lined up behind one of the parallel lines, so that the first player in one group faces the first player in the other group with the bean bag on the stake between them. At a

signal the first player in each group runs out and tries to get the bean bag and return with it to the goal line before being tagged by his opponent. A player who succeeds in doing this makes his opponent a prisoner. A player who is tagged after he secures the bean bag and before he reaches the goal line becomes a prisoner of the other side. One or the other of the two opponents, then, must become a prisoner. In every case it is the object of both opponents to get the bean bag and return with it to the goal line without being tagged by the other player. Much cleverness may be used in trying to do this. Effort should be made to pit players against each other who are as nearly equal in ability as possible. To this end, the leader on one side may first arrange his players side by side in the order in which they are to play and then the leader on the other side should arrange his players to the best advantage in the order in which they are to play.

The game ends when all the players on both sides have played once. The game is won by the side which has the most prisoners.

PASS BALL

Sixth Grade

Twenty or more children may play. Two bean bags or indoor baseballs are needed. A waste-basket will answer the purpose nicely.

The players are divided into two teams, each team having a captain. Each team arranges itself in two lines facing each other and about five feet apart. The captains stand at the rear of the outside lines. The basket is hung on a wall, post or tree trunk at any convenient distance in front of the lines and equidistant from the two teams. About six feet in front of the basket, between it and the teams, a circle about two feet in diameter is drawn.

Each captain takes a bean bag, and at a signal from the teacher or umpire, tosses it to the player opposite him, who in turn tosses it to the player standing next to the captain. This player tosses it to the one opposite him, and he to the third player in the captain's line. So the bag is tossed across and back until it reaches the player at the front of the inside line. It is then tossed back in the same manner until it reaches the captain, who, as soon as he receives it, runs forward between his lines to the circle. With both feet inside the circle he tries to toss the bag into the basket.

The captain who first gets his bag into the basket scores a point for his team. The team first making five points wins.

ROLLING TARGET

Fourth Grade

Two or more players each with a bean bag, line up side by side, five or six feet apart. Another player stands to one side, rolls a hoop parallel to the line thus formed and ten or more feet in front of it. As the hoop passes in front of a player he tries to throw his bean bag through it without toppling it over. If he succeeds, he scores one point. If he knocks the hoop over he is penalized one point. After each round the players move up one place, the one at the head taking his place at the foot. The first to score ten points wins the game.

If points are too easily made, the hoop should be rolled in a line farther in front of the line of throwers. A distance should be chosen which will develop skill in accurate throwing.

The game can be made a team game, if there are enough players. The teams play three rounds each, alternately. The team which scores five times as many points as there are players in a team wins the game. In this form of the game there is of course no penalty for toppling the hoop over.

GAMES WITH BALLS

For the games that follow it is better to avoid the use of the solid or hard ball. The gas filled soft rubber ball, such as is used in the kindergarten, is best for use in all games with the youngest children. These balls may be had in either four or six inch size, and are quite inexpensive. With reasonable care they will last a long time.

The Indoor Baseball, which is larger and less solid than the ordinary baseball, is desirable for nearly all games played by the older pupils. The ball called Playground Ball is not quite as large as the Indoor Baseball, but similar in other respects, and may be preferred. If a soft ball smaller than either of these seems desirable for certain games, a tennis ball will answer the purpose admirably.

An inflated ball with leather cover, which is slightly smaller and lighter than a Basket Ball, is called a Volley Ball, and is very useful in a number of games aside from that which gives it its name. One of these balls is very desirable for playground use and will be a good investment for any school. With the occasional renewal of the bladder, or rubber lining, a ball of this character will last for many months.

TOSS-UP

First Grade

The center player of a circle of players tosses a ball high up in the air, the other players striving to catch it as it comes down. The player who succeeds in catching the ball, tosses it up in turn.

The ball can be tossed with either hand or both, or can be struck from below after a rebound. Players are at liberty to leave their places to catch the ball, but must re-form the circle after each catch.

GATE BALL

Third Grade

Form a circle in close order, with four openings large enough to permit escape of the center player. The center player tosses the ball to whomsoever he likes, such pupils in turn tossing ball back to the center player, who must catch it and escape with it through one of the openings, or gates, the player who threw the ball endeavoring to catch him before he can succeed. Places are exchanged when the center player has been caught, or when he succeeds in

reaching from outside the circle the place vacated by the player chasing him. He must, however, retain the ball during the chase, stopping to recover it if dropped.

BALL TAG

Second Grade

The center player of a circle tosses a ball to his playmates a number of times agreed upon, four, six or eight times. Upon the last return toss, the players scatter, the center player endeavoring to hit some one of them with the ball before they can get too far away from him. The player who was hit exchanges places with the center player.

CAP BALL

First Grade

The players of a circle toss the ball upward and toward the center of the circle, the center player endeavoring to catch it in his cap. Upon missing, places are exchanged with the player who tossed the ball.

CROSS BALL

Fourth Grade

This game is played with two balls. The players are arranged in two lines, the players of one side alternating with those of the other side, so that No. 1 on B's side throws to No. 2 on the opposite line and he returns the ball to No. 3 of B's line. No. 1 A throws to No. 2 in B's line. The balls thus constantly cross. A signal being given No. 1 A and No. 1 B commence throwing the balls. When the balls have reached the end of the line they are returned in reverse order, and the leader who first receives the ball scores one for his side. If the ball is dropped it is picked up, and the throwing begins in turn from the one who dropped it. Any number of points may be agreed upon for a game.

TOUCH DOWN

Fourth Grade

A basket ball, volley ball or large bean bag is used. The players are in two equal ranks. The ranks face a center field and move backward until there is a space of about fifteen feet between the teams.

The director or center player stands midway between the opposing sides and throws the ball quickly, first to one side then to the other, or twice to each side, either way, so that each side has the same number of plays.

The ball is to be caught and returned to the center player. If the ball touches the ground on either side it counts one point for the other side. The game is six points.

Every player has to be alert and ready, for the ball is not thrown to any particular player but to that field of players.

KICK BALL

Fifth Grade

The players form two ranks, about twenty feet apart, and join hands. Each side chooses a captain. A football is placed an equal distance between the ranks. At the signal the captains run and kick the ball; the ranks act as guards, they can move anywhere on the field, but must keep hold of hands; they can only touch the ball with their feet. If either the captains or guards succeed in kicking the ball over, or through the other line, they score two points. Five-minute halves, with new captains for the second half, complete the game.

DODGE BALL

Third Grade

For this a basket ball or a bean bag is needed. All the players form a circle. Every other one then steps forward standing about any place within the enclosed ring. The players in the circle then attempt to hit those in the center with the ball. The center men endeavor to prevent this by dodging or stooping, or any other means save leaving the ring. If hit on any part of their persons the center men must join the circle, the one last left within the circle being the winner. The circle is then re-formed and those previously in the center now remain in the circle. The ball may never be thrown by the center men; their object is merely to dodge it. Should the ball fail to bound within reach of a circle man on the return, he steps in the circle and recovers it.

STAND BALL

Second Grade

Players scattered about an open playing space. The teacher tosses up a basket ball, volley ball, or indoor baseball and calls the name of a player. The player runs and gets the ball and the others run as far away as possible in the space. As soon as the first player gets the ball he calls "Stand," and all must stop; the one with the ball must stop also, and roll the ball at the others where he picked it up. No player may move a foot to escape being hit; if he does, or

if he is hit, he is "It" and gets the ball and calls "Stand," and in all ways does as the first one did. As soon as one is hit the others are free to run away until he calls "Stand" after getting the ball. If no one is hit, the same player must go after the ball and be "It" again. The ball must be rolled, not thrown, at the players, unless all are equally large and strong, when throwing may be allowed if all agree to it.

TOUCH BALL

Fifth Grade

The players form a circle. One, two, or three players are "It" and stand inside the circle. A player tosses a basket ball to any player he chooses, and so the ball is kept moving rapidly from one player of the circle to another. "It" must try to tag the ball, and, if successful, the last player having tossed the ball or in any way having come in contact with the ball becomes "It," and "It" who tagged the ball joins the circle by taking that player's place.

Rule 1. The ball must be tossed with one or both hands.

Rule 2. A player may not go inside the circle to recover the ball.

Rule 3. The ball may not be batted.

Rule 4. If the ball falls outside the circle, any player may recover it, but he cannot put it into play again until he is back in his place.

Rule 5. A player becomes responsible for the ball as soon as the ball has come into contact with any part of his body.

Rule 6. A player may refuse to accept a ball if by accepting he runs danger in being "It," but he cannot leave his place in the circle, although he may duck to get out of the way of the ball.

Rule 7. If the ball is tossed too high and passes over the circle, "It" may recover the ball and the player who tossed the ball becomes "It."

Rule 8. "It" may tag the ball at any time, but if he fouls a player by running into him, or otherwise touches a player, his tag shall not count.

FIELD BALL

Fourth Grade

The players stand in files. It is not wise to have more than eight or ten in each file, but there may be as many files as convenient. Place a field man twenty feet in front of each file. This marks the goal line. All the players take deep knee bend position with right hands on hips. The balls are started at the back and rolled along the left side of each file, each player touching the ball. When it reaches the first boy in the file all of that file jump to standing po-

sition. The first boy throws the ball to the fielder, who runs to the back of his file, while the first man becomes the fielder.

All take deep knee bend, and continue as before, until one or two files have finished and are victors.

This can be improved for the older boys or girls by each of the other files scoring a point if a fielder misses the ball.

STRING BALL

Fifth Grade

The ball is hung from a piece of gymnastic apparatus, or from the limb of a tree. The players stand about in a circle. One player starts the game by striking the ball with the hand; the others try to catch it before he can hit it again. If they do not catch the ball he scores one, and continues until the ball is caught, scoring one each time he strikes it.

FAVORITE MISCELLANEOUS GAMES

A few of the "old time" games will never grow old. All children love them and seem never to tire of playing them. The following are among those that, once learned, will be played for sheer enjoyment, not only on the school playground but about the home and in the vacant lot. If they may to some extent displace other common but less desirable activities that occupy out-of-school hours, they will not have been taught in vain.

HIDE AND SEEK

One child is chosen to blind. He stands by a post or in a corner, which is called "home," with his back turned and blinds his eyes. He then counts up to a certain agreed number, usually 100 counted by 5's, thus, 5, 10, 15, 20, etc., while the others make haste to hide themselves. When 100 is reached in the counting, the blinder calls out, "Ready or not, you shall be caught," and proceeds to seek the others.

With very young children it is sufficient for the seeker to find the others one by one, each one returning to "home" when found.

With larger children the game is made more exciting by having the found and the seeker race for "home" whenever one is discovered, the one found getting in free if he touches the home post before the seeker does so. Otherwise, he assists the seeker in discovering the other players, those caught also becoming assistants until all have been discovered.

Another variation permits any hider who dares, to run for the "home" at any time during the progress of the hunt. If he gets "home" he touches the post shouting "One, two, three, I'm in free," but if the one who is out tags any of them before they touch "home," they are caught. The first one caught usually blinds for the next game.

Daring children may call "Coo, coo," to attract the seeker's attention, and when discovered, race with him for the home post. In case some children are too securely hidden, and the game too much prolonged, the seeker may call "All in free," when the hidiers return and a new game begun.

HIST